

Curriculum to train caregivers for children

at the early age stage
from one day to four years



Dear child caregiver, to reach professionalism at work in private, public, or home nurseries, we present this book to you, which contains a set of competencies that are enhanced with activities and practical applications combined with many tips that focus on important points and themes, which was reviewed by specialized experts in curricula development and preparation of educational materials based on competency-based training

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Introduction

Dear childcare giver, before starting to talk about the competencies needed to be a childcare giver for young children aged between one day to four years old who are enrolled in all kinds of nurseries, which will have a positive impact on the economic empowerment of women in Jordan.

The early childhood is the building block and the main pillar in building the personality of the individual and prepare them for the future. Therefore, this stage has received wide attention in various countries and communities that believe in the importance of investing in the human resources. This concern has been represented in Jordan through the development of legislation that contributes to and helps open nurseries. This interest has been evident at both the legislative and executive level. The program funded by the Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, in which prepares and qualifies the child care givers of young children in their early childhood, stage so that who enrolled in this program would be able to care for and raise young children socially, psychologically and physically according to scientific and cognitive bases and will enable the implementation of these aspects to understand the behavior of the child, know his characteristics and abilities, with the aim of helping him to grow in an integrated way .

The childcare givers' training needs have been detected through the project according to the needs of nurseries of all types, in which it is our primary objective in meeting the needs of parents, nurseries and children who are enrolled in these nurseries; they should be qualified and ready to work once they finish the training program.

Therefore, this book has been structured prepared in accordance with the competencies – based – training (CBT) so that you will know its principles before starting the practical training, applications, and activities. Be informed that the function of the child care giver or nursery is not anymore reluctant career by many girls who seeks employment; today, it has become one of the careers needed by every woman who sends her children to the nursery and became one of the jobs that require various skills and knowledge as well as possessing the right behavioural attitudes from a technical perspective of the profession or medical issues of the child care giver or recipient of this service to many children and families.

To reach professionalism, we provide through this book a series of competencies that are supported with activities and practical applications, focusing on references to many tips and important axes that have been reviewed by specialists in curriculum development of educational materials designed on the basis of competency-based training.

Dear child care givers, to enhance your abilities, the book has also been supported with important points placed in rectangles to draw attention to them as well as enrichment materials and accessible websites enhanced by links. Furthermore, this book is in the stage of training at home without the supervision of the trainer and this is what we always seek: training and self-learning.

Dear childcare givers, in addition to the above, you have to implement the instruction provided to you by the trainers/ facilitators and shall apply exercises and activities contained in this book with careful attention, which will lead you to professionalism in this field.

Dear child care givers, be informed that many scientific studies indicate that there are many general and rapid changes in all aspects of child growth that take place in early stage of their ages; during the first eighteen months, the brain grows rapidly. Perhaps this rapid growth of the brain in addition to experiences related to safe attachment, promote curiosity and discovery as well as language acquisition and learning the appropriate social behaviour leads to focus on the child day care stage, and makes them important, through the quality of services provided to the child during this period. In understanding this stage, and consistent with the efforts exerted in this field, this partnership came between this program which is funded by GIZ and the Ministry of Labor and Social Development, to organized training course to qualify child care givers in all kinds of nurseries in early childhood from the first day of age till four years in the Hashemite Kingdom of Jordan.

General Objective

- Prepare and qualify childcare givers in all kinds of nurseries through developing their qualifications, skills and knowledge in the field of early childhood to enhance their performance in a safe and appropriate environment for young children.

Special objectives

- Introducing the participants of the program with the skills to develop the children's development growth (physical, cognitive, knowledge and social) from the first day until four years of age.
- Provide the participants with the basic information about nurseries of all types: their concept, importance, objectives and the instructions and policies of the internal environment of nurseries.
- Raise the participants' level of awareness about the concepts and skills of the nurseries job and the safe internal environment of nurseries.
- Provide the participants with the skills of submitting basic services for children from the first day until the fourth year of age. This includes provision of medical care, nutrition and primary aids for children.
- Providing the participants with the skills of organizing special activities for children, guide their behavior/conduct, develop their senses, create new activities and implement necessary observation and evaluation.

The targeted group

Childcare givers and workers in child care nurseries of all kinds, jobs seekers, new graduates who are specialized in child education and related specialties. They start with the children from the first day of birth until four years of age. It is necessary to provide this group with the work and management skills of the nurseries.

1 First competency: Breaking the ice

The early child care program dear trainer, needs to have many skills: the first is to break the ice between you as a trainer / facilitator of the program and the trainees, where the implementation of the activities of the training and directing attention to the program and reduce the status of anticipation among the trainees and circulate status of fun and remove barriers among them being the first meeting, in addition giving you the opportunity to understand the personalities of the trainees, their cultural background and their educational level. That's why you need to break the ice and create a learning environment. To do this, and for the success of the program, the program must start with the best ways of breaking the ice by following these steps:

Preparing the Trainees / Participants of the Program:

1.1 Welcoming the trainees

1. At the beginning, welcoming and to thank the participants for their participation in this program which is considered as one of the most important programs that contribute in enhancing women's economic empowerment, as the working woman is satisfied that her child receives care in a safe place while being at work, with qualified child care givers, while showing the importance of the program and important role they will have in the future through their work in the nurseries or child care at home.
2. Review the main objectives of the program.
3. Discuss with the trainees the legislative aspects relevant in childcare.
4. Ensure that the trainees are familiar with the following:
 - The general objective of the program.

- The structure of the program (a basic program, an advanced one, mentoring).
- The basic principles for applying to license a nursery.
- Information about the time-schedule.
- An opportunity to participate in the advanced program.

1.2 Introductions and presentations

Afterwards, learn about the qualifications and experiences of the trainees through the following points:

1. Name, age, educational background, and qualifications.
2. Previous experience.
3. Your opinion about working as childcare giver in home based day care?
4. Information about the program by the trainers.

My name is Marwa Sanad, I am 21 years old, and I completed secondary school two years ago. I do not have previous experiences in child care and nursery. Through this program I wish to have a job in child care through working as a child care giver at home nursery which will help me in saving time and effort.

Note: Each trainee shall introduce herself in a clear voice without exaggeration.

Activity C 1.1: Motivate trainees participating in the program and identify their tendencies

Asks: Ask the trainees questions and ask a trainee to help record the answers.

Why do you want to take this training program?

What are your expectations with the end of the program?

Where do you expect to get the support needed to start your own nursery project?

What are the topics that interest you?

Materials needed:

Papers, pens, colors, clock to set the time

Duration of activity: 50 minutes

1.3 Introducing the rules of the programme

To achieve the main objective of the program and obtain sufficient learning and participation in the activities of the program that lasts for 80 training hours, trainees must be informed about the rules of the program that each trainee must adhere to and to be reminded about them, these rules are written on the board * in a prominent place of the room:

1. Close the mobile or put it in the silent mode.
2. Commitments with the schedule of the program and coffee breaks.
3. No interruption of the speaker while speaking.
4. Putting the debate points on the waiting board list*.
5. No side conversations are allowed.
6. Propose constructive suggestions but not criticisms.
7. Accept the opinion of the majority.

Activity C-1.2: Define the basic rules of the program

This activity is one of the activities used to determine the basic rules of discipline throughout the training program, which is a contract between the trainees participating in the program to control the training process where it is very important for you as a trainer that all trainees participate in the drafting of these rules and should not be exaggerated so as not to feel the constraints of

study in the stages School rules should also define these rules in a fun atmosphere full of familiarity and discipline.

Required:

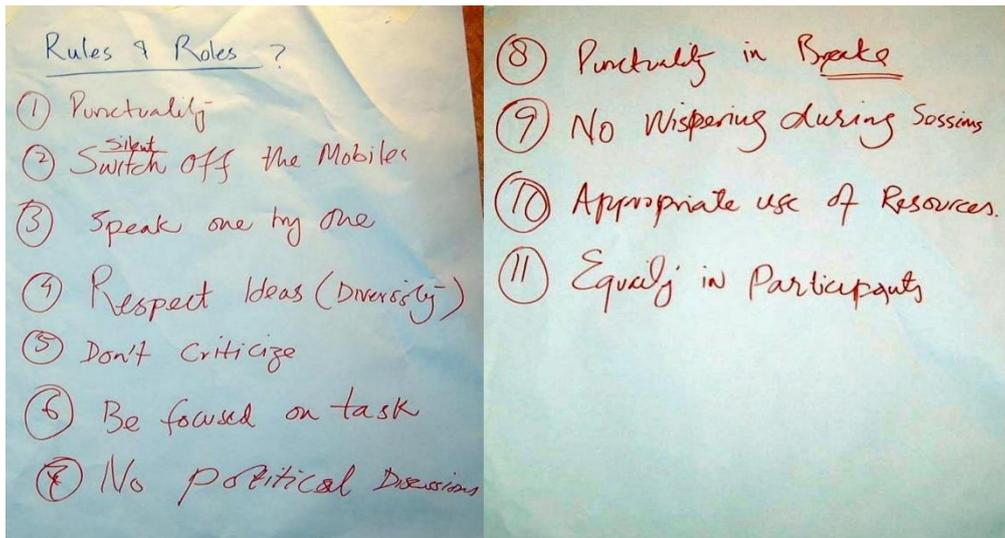
Ask the trainees what basic rules we will adhere to during the program that will regulate the training process?

The trainees write the agreed rules on colored papers.

Place the bases on a white board and hang them in a prominent place.

Materials needed: Papers, pens, colors, clock to set the time.

Duration of activity: 20 minutes.



- * It is a board that hangs in a prominent place on which the waiting plate is written, on which everything controversial is put on until we refer to the documented references and verify their authenticity or how to deal with them or accomplish them, with the aim of maintaining the workshop time.

1.4 Introducing the programme

Introduce the program to the trainees, its main topics and outputs, and provide them with a hard copy. The following activity was then implemented:

Activity C-1.3: Childhood Stories

This is an activity used to identify the identities and tendencies of trainees participating in the program.

Required:

- Draw anything that represents the childhood stage.
- Write down the drawing words or phrase representing the participant's personality.
- Listing the reasons for choosing the painting and words or the words expressing her personality.

Materials needed: papers, pens, colors, clock to set the time.

Duration of activity: 20 minut

1.5 Program design

In designing the childcare givers program, the training methods and methodologies that you prefer to use in each activity or transfer of information have been taken into account to ensure that the trainees have gained the required performance in the right behavioural direction, with the accompanying information required.

Therefore, it is possible to use the following methods depending on each activity designed for this program:

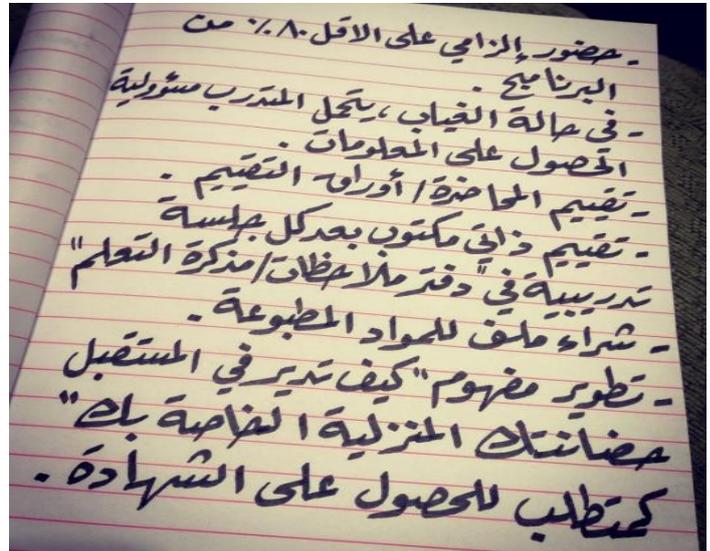
- Lecture method.
- Discussion method.
- Colored papers.
- Role-play.
- Narrating and telling personal experiences.

Very Important: You must keep all information confidential as data and practical examples related to dealing with children, parents and government agencies.

1.6 Requirements for the termination of the training programme

Childcare givers of the programs that deal with early childhood, is of fundamental importance and one the main pillars in the preparation and education of child care givers for children at this stage. Therefore, the basic requirements for everyone who joins this program will be defined, where it must be achieved and fulfilled. Otherwise, the certificate or qualification granted as a childcare giver or for the opening of her own nursery will not be granted. Accordingly, these requirements and conditions must be publicized for trainees to comply with as follows:

- Attendance is compulsory and should not be less than 80 %.
- In case of absence, the trainee will be responsible for having the provided information.
- The trainees shall comply with evaluation and results of the evaluation papers.
- Conducting self-evaluation that is written in the notebook/ learning diary after every training session.
- Purchase, keep and archive a file of the printed materials.
- Develop the concept of (How each trainee will manage her own child day care in the future as a requirement to have the program certificate).



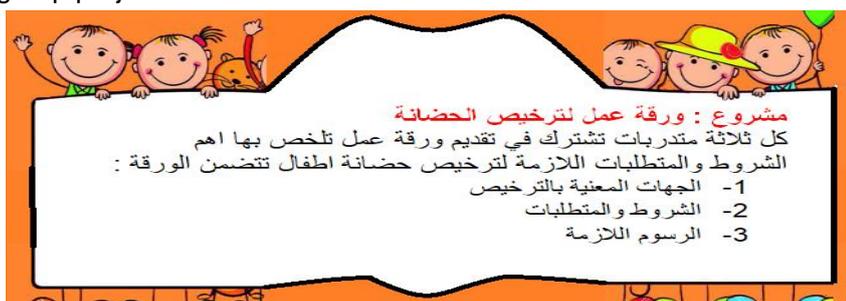
Enrichment Material:

You can access the following website, watch the film, and talk about children and their child care givers

https://www.youtube.com/watch?time_continue=4&v=78SIVWz85UY

Questions:

1. What is the importance of the following points for child care givers and their impact on the program?
 - a. Welcome and get to know the trainees.
 - b. Basic rules of the program and discipline.
1. Mention three or four basic rules that contribute to the satisfaction of the trainees?
2. How can a trainee who misses a lecture obtain the necessary information?
3. Can the trainee be absent for more than 20%, and in case of her absence of more than that percentage, what will be her result?
4. What are the most important requirements for obtaining the certificate / qualification of the health child care givers program?
5. A group project:



A project: a worksheet to license a nursery:

Every three trainees will work on providing a worksheet summarizing the most important conditions and requirements that are necessary to license a nursery. The paper shall include:

1. The bodies concerned with the license.
2. Fees and requirements.
3. Necessary fees.

2 Second competency: Development and growth of young children

Dear child care giver, know that young children during the first two years grow rapidly, which do parents notice and you can notice that through many references such as:

- The ability to walk.
- Word pronunciation.
- Remember the events that went on during the day.

Therefore, the stage of growth and development of young children from the first day to the fourth year is one of the most important stages a child experiences since it is a transitional stage in his life as he moves from breast-feeding to the early childhood stage.

The changes a child witnesses during this stage are as follows:

2.1 Physical growth

To observe physical and natural growth of children through the following indicators:

1. **Length:** The length of most young children at this stage increases between 7.6 cm - 12.7 cm.
2. **Weight:** the weight of most children increases during this stage between 1.4 to 2.3 kg.

Very important:

To enhance the development of children's physical growth, the following tips should be followed:

- Provide healthy food for the child at regular times.
- Encourage the child to eat.
- - Monitor the child's development with the nursery doctor periodically to measure and check his health.

2.2 Cognitive development

The various skills of most children include thinking, learning and remembering, as the child begins remembering events and acts close to him and becomes able to:

1. Understand various symbols
2. Imagination and pretending.
3. Acting and imitating things.

Very important:

To enhance the development of cognitive growth of children they must learn and trained on:

- the installation and demolition of building blocks.
- Draw lines is inaccurate or incomprehensible on paper.
- Play with the ball and move the dolls as he wants

2.3 Social development

During this stage, the child shows strong social communication with the people whom he loves. It is difficult for him to be separated and getting far of his parents. In addition, at this age the child wants to do things by himself based on his desires and abilities. At this time the stage of struggle between his independence and reliance on himself and between feeling safe with his parents and who are around him begins.

Activity C 2.1: I remember my childhood

This activity is used to remember events and images from childhood.

Required materials:

Discuss with your group colleague in a low voice:

Events and photos from your photos from early childhood days

An educational experience is important for you, for a child / girl in the early years of his life.

Place the bases on a white board and hang them in a prominent place

Materials needed: papers, pens, colours, clock to set the time

Duration of activity: 60 minutes

Enrichment Material:

You can access the following website and watch the film and talk about children and their child care givers

www.youtube.com/watch?v=Ta5fZN7gl3Q

Questions:

- 1- Why early childhood development is the most important age for a child?
- 2- The growth of young children is noted through:

- 1)-----
- 2)-----
- 3)-----

- 3- What are the indicators of physical growth of young children?
- 4- What are the advices that help the physical growth of children?
- 5- How would you enhance cognitive growth of young children?
- 6- Child social development is important in the growth of the first years of his age, therefore, is it possible to describe him during this stage, and what does he want, too?

3 The third competency: Learning during early childhood

3.1 Concept of learning during early childhood

It is the education associated with the development of the physical and cognitive abilities of children in early childhood by relying on the role of nurseries of all kinds in supporting this type of education, through the provision of learning reinforcements and curricula based on the following methods that have proven positive effects on young children in early childhood:

- Playing
- Drawing
- Acting
- Hand works.

3.2 Importance of Early Childhood Learning

Early childhood is an important and influential stage in life. It is the most vital stage of a child's development and development of his or her ability to learn in a short and intensive period. Early childhood is very importance since the effects of the care and attention that the child receives at this stage continue throughout his or her life. Learning is not limited to a certain age or a specific school environment. In fact, a child begins to learn from the first moment of birth.

Encouraging young children to play and explore, helps them learn and develop their physical, cognitive, and cognitive abilities. We cannot ignore the importance of playing to expand their perceptions. Toys are the cornerstone of children's learning, regardless of their nature. Playing is a powerful, multifaceted educational activity. Playing helps children explore, speak, expand perceptions, develop communication skills, and develop team and group spirit among them.

In addition, it provides children with social behaviour by imitating the closest to them. Parents, teachers and childcare givers therefore need to acquire the necessary knowledge and skills to provide a better environment for early learning and interaction with the child. They should also be fully aware with indicators that alert the stumbling of child development.

As a child care giver, you can determine their level and development through your interaction and Playing with them. Your involvement in early learning is critical and lays the foundation for their future learning at school. Dear childcare giver: Keep in mind that the ultimate goal of early education is the development and preparation of young children mental, cognitive, social, emotional and even physical for the school.

Enrichment Material: A wide range of researches conducted in the fields of anthropology, growth psychology, medicine, sociology and pedagogy points to the decisive impact of early childhood development on mental capacity formation, personality formation and social behavior acquisition. The cumulative effects of neglect in this period can last a lifetime.

The lack of mainstreaming of early childhood development puts children at risk of hindering their development. Biological and environmental factors affect brain development and behavior. For

example, young children who are subjected to extreme psychological stress have greater difficulties impeding their cognitive, behavioral, and emotional development. These barriers can have a strong and long-term impact on both children's willingness to attend school and their ability to attain later in school. The early years of a child's life are a window of opportunity to help children achieve more schooling, as the minds of children are still in rapid development and are witnessing the child's steps towards shaping their perceptions, feelings, and social abilities. The right to child development has been adopted and approved by the international community. The Convention on the Rights of the Child clearly highlights the importance of early childhood development. Based on new research and a new understanding of child well-being, early childhood development tops the agenda on children's rights. Ensuring that the emotional, cognitive and social capacities of young children are developed in a healthy manner deserves the highest priority for the **upbringing of healthy children**.

3.3 Principles of Early Childhood Learning

Dear childcare giver, the basic principles that were established for early childhood learning should allow children to discover and innovate directly, through many tools that can be found in the surrounding learning environment. These tools can be used, forwarded and rotated to something else like a game or educational medium, or combined with other tools to create an innovative game.



These tools can be described as materials that can be redesigned, assembled, disassembled, and re-arranged in different ways. Usually, these tools or materials do not require advanced skill in how to use or combine with other tools, which encourages imagination and creativity of the children. Keep in mind that playing is a learning activity by itself, especially when it occurs in good quality interactive environments and is based on a structured curriculum. This description makes it closely linked to the theories of playing, and is particularly targeted at early childhood, where the emphasis is on the principles of learning through play. Learning in kindergartens is seen as essential, not only in determining the types of things children want to do, but also in influencing the design of the spaces in which they want to play. Another important principle of early learning is that children prefer to play with the things they define and can play in many ways and serve different purposes, rather than those whose purpose is determined by adults.

During early childhood, an appropriate environment that encourages learning should be designed, and the childcare giver should provide those tools or materials to stimulate the child's creativity because children at this stage:

- They are interested to learn but also are curious.
- Acquire and stimulate through learning environment with all their senses.
- Discover everything with interest and do all sort of explorations to get the full information.
- Their learning needs movements (without strollers, barriers, etc.)
- The learning process takes place everywhere.
- Knowledge and movement are sources of learning.

There is also no exclusive list of these tools or materials for this stage. The list is open: stones, sand, wood pieces, boxes, ropes, wheels, etc. Only childcare givers or guardians are required to provide these tools.

Activity C: 3.1: Dear child care giver you can access the following E-learning websites:

https://www.youtube.com/watch?time_continue=4&v=hCHI7uUkgD8

<https://www.youtube.com/watch?v=q--RutlUNQA>

<https://mindariekeysearlylearning.com.au/important-early-childhood-education/>

<http://www.child-encyclopedia.com/importance-early-childhood-development/introduction/why-are-early-years-so-important-childrens-later>

Waismann Early Childhood program <http://www.wisc.edu/search/?q=Early+Childhood>

https://www.youtube.com/watch?time_continue=5&v=QOr3TUBKAtg

Handout: BZgA: Short. Brief. Brochure Arabic



3.4 The relationship, attachment and gradual adaptation

Dear childcare giver, to have successful relationship with young children during the early childhood stage, attachment with you in the nursery environment and adaptation with other children, you need to make a great effort in building these relationships to strengthen the child's relationship and positive communication in the nursery, which has a positive impact on the child's emotional development. Children are gradually adapted to sensitive people who respond with them in social interactions, such as childcare givers continuously for a few months, from 6 months to 2 years. However, when the child begins crawling and walking, he begins to destroy childcare givers' possessions to explore and return to them. Child care giver responses lead to different patterns of attachment to children, which in turn lead to the formation of internal models in children that guide their individual sensory perception, thoughts, feelings and expectations in building their social relationships as they grow up. So as a child care giver who builds relationships and gentle coping for those children who are considered a sacred trust in your hands, you should follow these steps:

- Integration of young children in nursery: requires attention and kindness for children and good coordination with their parents.
- You should discuss with the parents the time needed for the child to adapt to the new environment and the time to accept the childcare giver and accept the nursery, as this varies from child to child.
- Carefully observe how the child in the nursery behaves with you and other childcare givers and take notes from the beginning of leaving the parents in the nursery. For example: in the first ten minutes, after 30 minutes and after 60 minutes. In this light, the duration of the child's adaptation is recorded as the period of adaptation depends on the behaviour of each child.
- Know the habits and comfort of the child's the parents (such as clothes, games he loves, what things he like to have to calm him down, and others ...).
- Give and provide every child with things that makes him happy and comfortable in the nursery.

Very important: The beginning of a good day in nursery is positively reflected on playing, learning, and well-being related to the child's development.

Questions

1. What is the concept of learning in the early childhood?
2. What are the ways that proved positive effects on young children in learning during early childhood? -----

3. What is the importance of learning during the early childhood?
4. What are the principles of learning during the early childhood?
5. How do you enhance building the relationships, positive attachment and adaptation of young children with you and with the other children?
6. How can you distinguish the habits of children and what makes them comfortable especially the new / fresh ones?

4 The fourth competency: The role and functions of the child care giver

Your mission as a child care giver in a nursery is to provide a safe environment for young children that gives them confidence in themselves, the adults, and other children within the environment of the nursery, by planning daily activities that help them solve their problems and express their ideas, and to help them learn about the world around them. This enables them to acquire life skills related to communication and acceptance of play within group / team activities. You also have an important role in providing parents with part-time participation in nursery's activities, which contributes to the development of their children and build an atmosphere of trust in which it will allows parents to concentrate better on their work while their children are in the nursery without fear or worrying. Since your work is one of the sacred works that build a healthy and active generation, it is your responsibility to monitor these young children, assess their progress or monitor whether they are suspected of abuse and report it to the management of the nursery. Based on the above, it is possible to summarize your tasks and roles that you will implement through your work in the nursery, which will ensure a safe environment for those young children who are sent by the parents to a trust place in the nursery:

- Relationships built on trust with the parents.
- Building a relationship with the child.
- Making the child feel safe and have self-confidence.
- Building a stage of good adaptation between you and the child and the children themselves.
- Organize a transitional stage with caution between the parents and the nursery.

Enrichment Material:

The Arab Standard Classification of Occupations 2008 issued by the Arab Labor Organization, which is considered one of the references in the construction of training programs, described the tasks of child care workers in the tasks that apply with the tasks under the child care giver's program:

- Care and feeding infants, and keep them clean.
- Organize and implement meaningful games to entertain children.
- Equip them with good trends
- Stories reading and meaningful entertaining and suitable conversations for their age.
- Teach children songs and dancing.
- Exercise on drawing and other means of expression.
- Helping and training children to eat properly
- Familiarize them with hygiene methods of cleaning,
- Take notes on children's behavior;
- Address their bad habits in cooperation with the management of the nursery and parents
- Keep the nursery clean and tidy.
- Implementing occupational and instructions of public health and safety procedures.

Very important: Do not allow young children to feel shy, because you are a shy person, make them dash in the areas of social life in the right track, away from the feeling of inferiority, shy and lack of self-confidence, so that they form features in them that refine them and guide them later to confront the world of school, neighborhood and city by expressing their opinion and ideas politely, self-confidently and boldly.

4.1 Advantages and risks of nurseries

Nurseries of all kinds is a necessity of these days' life, especially since both parents' work. The prevalence of women's work and her economic participation in life has led many families to stay away from their children for long hours, which requires the presence of care and protection for young children. Despite many positive aspects of nurseries, they are also having some negatives. Here we will show you the benefits and problems of nurseries for children, and her the discuss them within small groups, especially the risks, in order to avoid them.

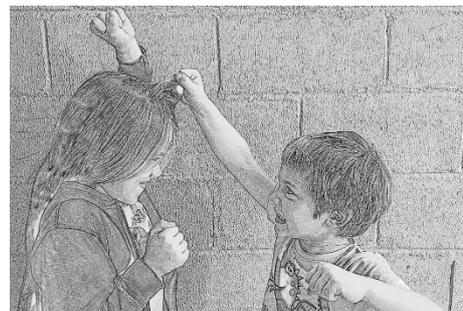
4.1.1 Advantages

- Helps improve the child's various skills, especially pronunciation, as mixing with other children helps him to know how to pronounce words correctly and increases the numbers of words he knows, and can synthesize more sentences.
- Develops the child's social abilities and helps them to socialize and not be ashamed of others.
- Strengthens his personality and increases his self-confidence.
- Help him to communicate with strangers.
- Gives the child more behaviors through playing with other children and opens the door for him to promote certain characteristics such as, sharing cooperating, apologizing, and engaging in dialogue with other children.
- Help the child out of the closed environment of the house and parents and introduce him to the outside world, and this reflects positively on his personality.

4.1.2 Risks

Among the most important risks that nurseries pose to children are the following:

- The child is exposed to various infectious diseases transmitted from other children while contact with them.
- Teaches the child some bad behaviors that may be practiced by some children, especially as they come from different environments, such as attacking of other children.
- The child may learn some vulgar words and insults from other children.
- Child abuse or neglect within the nursery, especially in case of large number of children.
- The mother is forced to feed her child with bottled milk because she cannot breastfeed him while she is away from her child, especially when he is under one year of age.
- The child is exposed to colds as a result of leaving the house in cold weather, causing many diseases.
- Create a psychological barrier between the child and his mother, which may cause him some psychological disorder, especially if the hours spent in the nursery are long, and this exposes him to a lack of tenderness of the mother.



Very important: It is important for you as a child care giver to work in a nursery, to know the personality of the child you are dealing with him, to understand the best and appropriate way to deal with, so you can first provide care within the nursery, or through the implementation of activities that lead to better education, and help to raise them in a healthy environment. In addition, knowledge of the child's personality helps to strengthen the relationship with the children and their parents, as it will reflect positively on their development in early childhood

Activity C 4.1: Dear child care giver: access the following websites and watch the following videos:

<https://parentswithconfidence.com/product/iceberg-behavior-visual-18-x-24-poster/>

https://www.youtube.com/watch?time_continue=48&v=mECUqn-Eoy0

https://www.youtube.com/watch?time_continue=16&v=Z9vRCpWoNVQ

Duration of activity: 90 minutes

Activity C 4.2: Discussion

What are the risks that parents might see in the nurseries that will harm or endanger their children?

This activity is used to discuss the risks of nurseries to know the ways for avoiding them.

Required:

- Discuss with your colleagues in small groups (with a low voice) the risks and methods to avoid them.
- Presents the risks and methods to avoid them in front of the whole group.
- Put the risks and methods to avoid them on a white board (flip chart) (from the perspective of the participants and fix it in a clear place.

Necessary materials:

Papers, pens, colors, a stop watch to control time.

Duration of activity: 60 minutes.



Questions:

1. What are the tasks and roles of childcare givers working in the nurseries and at home based day cares?
 - a.....
 - b.....
 - c.....
 - d.....
 - e.....
2. Is it your job to feed infant children and keep their cleanness and why?
3. What is meant by providing them with appropriate attitudes? Give an example for that.
4. How to avoid exposing children for being shy?
5. Mention the advantages of home based day care and other nurseries.
 - a.....
 - b.....
 - c.....
 - d.....
6. Risks of home based nurseries and other nurseries and methods to avoid them.
 - a.....
 - b.....
 - c.....
 - d.....
 - e.....
7. Why you should know the personality of the child whom you will deal in the nursery?
8. Work Sheet



A project: worksheet

>> Tasks and rules of child care givers as per the Jordanian regulations<<

Every three trainees participate in providing a work sheet that summarized the most important:

- Tasks and roles;
- Work provisions.

5 The fifth competency: Monitoring and documentation of child's development

- Child development should be documented.
- The objectives are check the development steps:
 - ✓ What things the child can do in a good way.
 - ✓ When as –a childcare giver – should I support or enhance the child.
 - ✓ Information for parents.
- Monitoring and documenting the development of children by child care givers is the foundation of early childhood education

Monitoring and documenting the child's development is one of your most important duties. It is one of the most important things you do during your care for young children. It forms the basis of early childhood learning from day one to four years in all kind of nurseries. The process of monitoring children begins to monitor everything they do during their presence at the nursery from the starting day of their entry until the stage of leaving the nursery. The monitoring process can be within the nursery at two levels:

The first level: through you as a child care giver for these children.

The second level: through the nursery management and the supervisors

- The documentation process starts by registration the results of the monitoring process of what I have done, and organized in a manner that facilitates the process of recovery on time, in order to inform parents, supervisors or doctors. Surveillance and documentation are processes that ensure the quality of care for young children in their early ages. With technological advances, many methods can be used in documentation processes, which are divided into:

5.1 Paper Documentation

Through which documents, notes and images are documented, and classified in special files.

5.2 Electronic Documentation

It is to save and document reports, notes, and images, and classified electronically on certain files in the computer. Easy to access and retrieve, easy to send and quick to access.

5.3 Objective of Verification:

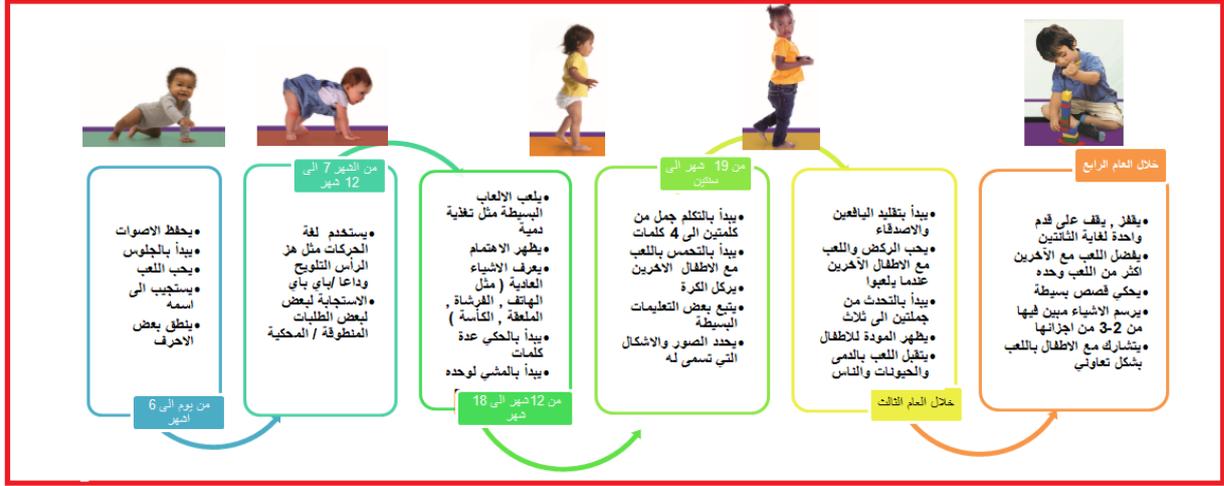
Children's Development: To reach and achieve your desired goals in the monitoring and documentation process, which ensures that your young children you care for in the nursery grow and develop properly physically, motor movement, cognitive and socially, there must be cooperation and partnership between the child care giver the parents and the supervisors of the nursery in the follow-up and evaluation processes. Therefore, as a child care giver for young children in the age group, you should know and understand the indicators that appear on the child from the first day to four years of age.

The following table shows the most important indicators that appear on children according to their ages:

| | | | |
|--|---|---|--|
| Indicators and signs during the first year of age | 1-2 months | 3-4 months | 5-6 months |
| | Memorized sounds Starts to sit Likes playing | Responds to his name | Pronounces some letters |
| | 7-8 months | 9-10 months | 11-12 months |
| | Uses movement language like head nodding, waving goodbye, starts moving and crawling | Responds to some pronounced requests/ by speaking to him. | Pronounce the words (Papa, Mama) and begins standing up. |
| Indicators and signs during the second year of age | 13-14 months | 15-16 months | 17-18 months |
| | Play simple games like feeding a dummy. | Shows interest Knows ordinary things (such as phone, brush, spoon, and cup). | Begins speaking various words Begins walking alone |
| | 19-20 months | 21-22 months | 23-24 months |
| | Starts constructing two sentences of 4 words | Starts enthusiastic to play with other children. Kicks the ball | Follows some simple instructions. Defines pictures and shapes named to him |
| Indicators and signs during the third year | 25-28 months | 29-32 months | 33-36 months |
| | Starts imitating adults and friends. Likes running and playing with children | Starts speaking two –three sentences | Shows courtesy to children and people. accepts playing with toys, animals, and people |
| Indicators and signs during the 4th year | 37-40 months | 41-44 months | 45-48 months |
| | Jumps, stands on one foot for 2 seconds. Prefers playing with others more than playing alone | Tells simple stories | Draws things showing 2-3 of their parts. Shares playing with other children. |

The journey of child growth and development up to four years

رحلة نمو الطفل وتطوره لغاية الرابع سنوات



5.4 Importance of documentation

The development of children development in the early stage of life should be documented by knowing exactly what they are doing during this stage and what should be documented:

4.1 A: Things most children do at the age of two months

Socially/ emotionally

- ✓ Starts to smile with people.
- ✓ Can calm himself for short period (by bringing his hands to his mouth and sucking them).
- ✓ Trying to look at his parents.

Linguistically/ communication

- ✓ Makes gurgling sounds.
- ✓ Turns his head towards sounds.
- ✓ Pay attention to faces.
- ✓ Begins to follow things with eyes and get to know people.
- ✓ Starts feeling bored (screams) if the activity is constant and does not change.

Movement/ physical development

- ✓ Moves the head up and down.
- ✓ Begins to push him up when lying on the abdomen.
- ✓ Smoother movements with arms and legs.

4.1 B: What you can do and document for two-month-old children

- ✓ Hug, talk and play with them while breastfeeding.
- ✓ Take off their clothes and shower.
- ✓ Help them learn how to calm themselves. Here it is OK to suck the child's fingers.
- ✓ Help them be in the daily routines, such as sleeping at regular schedules.
- ✓ Get in harmony with what they like and dislike, this gives you as childcare giver more comfort and confidence.
- ✓ Behave with them with enthusiasm and smile when they make sounds.
- ✓ Repeat their words or sounds sometimes, but using clear language.
- ✓ Pay attention to their different screams so you know what they want.
- ✓ Talk and speak with them.
- ✓ Play with them seek and hide game, and help them play the game with you, too.
- ✓ Enable them to look at themselves in the mirror.
- ✓ Look at the pictures with them and tell them about it.

- ✓ Put your children on their stomachs when they are awake and put toys near them.
- ✓ Encourage them to raise their heads by playing in front of them at the level of their eyes.
- ✓ Put the toy above the child's head in the air and encourage them to reach.
- ✓ Train them to straighten their feet on the ground, sing and talk to them whenever they try.

Very important: Parents should be informed to act and go to the doctor early if the child at this age suffers from the following:

- Does not respond to loud sounds.
- Does not observe moving things.
- Does not smile to anyone.
- Does not bring hands to the mouth.
- Does not move his head with help.

4.2 A: Things most children do at the age of four months

Socially/ emotionally

- ✓ Smiles automatically, especially with people.
- ✓ Likes to play with people and may cry when you stop playing.
- ✓ Imitates certain movements and facial expressions, such as smiling or anger.

Linguistically/ communication

- ✓ Begins chattering.
- ✓ Chattering with expression and mimic sounds.
- ✓ Yelling in different ways to show hunger, pain, or fatigue to let you know whether he is happy or sad.
- ✓ Responds to affection.
- ✓ Can reach the toy and hold it with one hand.
- ✓ Uses hands and eyes together, such as observing the toy and reach it.
- ✓ Keeps track of things and moves his eyes from side to side.
- ✓ Know the people familiar to him and things from a distance.

Movement/ physical development

- ✓ Holds his head steadily, not depending on you.
- ✓ Pushing himself down depending on the legs when the feet are on a solid surface.
- ✓ Can roll back into his stomach.
- ✓ Can play and swing in hanging toys.
- ✓ Brings hands to the mouth when crawling on his stomach, and then pushes the elbows to what he wants to reach.

4.2 B: Things that can be done and documented to children after the age of four months:

- ✓ Talk to him and smile whenever he is happy.
- ✓ Establish consistent sleep and nutrition procedures.
- ✓ Give them great attention to what they like and dislike.
- ✓ Learn the best way to meet their needs and what you can do to make them happy
- ✓ Imitate their voices.
- ✓ Behave enthusiastically and smile when they make noise.
- ✓ Give them quiet time when reading or singing.
- ✓ Give them the appropriate games for their age (e.g. coloured pictures).
- ✓ Play with them games like Peek / Boo.
- ✓ Provide a safe environment for them to play and explore their surroundings.
- ✓ Put the toys near them so they can reach them or kick them with their feet.
- ✓ Put the games in their hands and help them play with it.
- ✓ Train them to be upright on the floor, sing for them or talk to them and encourage them whenever they try.

Very important: Parents should be informed to act and go to the doctor early if the child at this age suffers from the following:

- Don't observe things when it moves
- Don't smile to people
- Does not make sounds
- Does not bring things to the mouth
- Does not push his legs when putting his feet on a hard surface
- Has difficulty moving one or both eyes in all directions

4.3 A: Things, most children do at the age of six months

Socially/ emotionally

- ✓ Know familiar faces and starts to know if the person is a stranger.
- ✓ Likes to play with others, especially parents.
- ✓ Responds to the feelings of others and often seems happy.
- ✓ Likes looking at himself in the mirror.

Linguistically/ communication

- ✓ Responds to sounds.
- ✓ Pronounce vowels when babbling ("ah", "er", "oh").
- ✓ Responds to his personal name.
- ✓ Makes sounds to show happiness, anger and resentment.
- ✓ Starts the pronunciation of consonants (emission sounds "m", "b")

Knowledge

- ✓ Looking around himself for things nearby.
- ✓ Brings things to the mouth.
- ✓ Shows curiosity about things and tries to get things away from him.
- ✓ Begins to pass things from hand to hand.

Movement/ physical development

- ✓ Pay more attention in both directions (front to back, back to front).
- ✓ Starts to sit without support.
- ✓ When standing, supports weight on the legs, and may hesitate to do so.
- ✓ Sometimes crawling backwards before crawling forward.

4.3 B: Thing that can you do and document for children at the age of six months:

- ✓ Play with them on the ground every day.
- ✓ Learn to read their mood. If they are happy, upset, give them some rest.
- ✓ Show that you are comfortable when they are resentful, play with their finger and suck them to calm themselves.
- ✓ Use "mutual" play - when they smile. When they make sounds, they imitate them.
- ✓ Repeat their voices when they say simple words with those sounds.
- ✓ Read simple books to them every day. Praise them when talking and reading too.
- ✓ Refer to it and talk about it when they look at something.
- ✓ When a game falls to the ground, pick it up and return it. This game helps him learn the causes of the fall and its effects.
- ✓ Read colourful picture books to them.
- ✓ Refer to new things for them and name them.
- ✓ Show bright children's photos in a magazine and name them.
- ✓ Secure the child to sit safely or support with pillows. Allowing him to look around and give him games.
- ✓ Put the child on his stomach or back and put the games just at hand to encourage him to reach his favourite toy.

4.4 A: Things that most children do at the age of nine months

Socially/emotionally

- ✓ Might be afraid from strangers
- ✓ Attachment with the adults might be familiar.
- ✓ Have preferred games.

Linguistically/ communication

- ✓ Understands the word "No"
- ✓ Pronounces many voices such as: "Mama" and "Papa".
- ✓ Imitate sounds and signs produced by others.
- ✓ Uses fingers to point at things.

Movement/ physical development

- ✓ Can Stand up
- ✓ Attempts to move while standing up
- ✓ Sits without support.

4.4 B: Things most children at the age of nine months can do

- ✓ Pay attention to the way they react to new situations and people; try to continue to do things that make children happy and comfortable.
- ✓ At this age, they move a lot so they should feel close to them.
- ✓ Play with them with games like "Dory, your turn".
- ✓ Say what you think the child feels. For example, say, "You're so sad, let's see if we can make you feel better."
- ✓ Describe what children perceive. For example, "color is red, the ball is round."
- ✓ Talk about what children want and point out.
- ✓ Imitate their voices and words.
- ✓ Focus on the behaviours you want. For example, instead of saying, "don't stand," say, "it's time to sit."
- ✓ Teach them (cause and effect) by winding balls back and forth, pushing game cars and trucks, placing blocks and objects in and out of the play box.
- ✓ Play with them peek and then disappear and search.
- ✓ Read and talk to them.
- ✓ Save space for them to move and explore what surrounds in a safe area.
- ✓ Put the child close to the things that he can pull and reach them safely.

Home activity: By entering the following link, note in your file the cases in which you must inform the parents to act and go early to the doctor if their child is suffering at the age of nine months:
https://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf

4-5 A: Things most children at the age of one year can do

Socially/ emotionally

- ✓ Shy or nervous with strangers and screams when his mother or father leaves him.
- ✓ He has favourite things and close people.
- ✓ Appears afraid in some cases.
- ✓ Gives you a book when he wants to hear a story.
- ✓ Repeats sounds or movements to get attention.
- ✓ Puts arm or leg to help dressing.
- ✓ Plays games like "Peek / Boo"

Linguistically/ communication

- ✓ Responds to simple pronunciation requests.
- ✓ Uses simple gestures, such as shaking the head "no" or waving "goodbye".
- ✓ Makes sounds with changes in tone (sounds more like speech).
- ✓ Says, "Mama", "Dada", and exclamation like "Uh-oh!"
- ✓ Tries to say words.

Cognitively

- ✓ Explores things in different ways, such as shaking, noise, throwing.
- ✓ Finds hidden objects easily.
- ✓ Looks and find the right thing in a picture.
- ✓ Imitating gestures.
- ✓ Starts using things correctly. For example, drinks from a cup, hair brush.
- ✓ Loosen things from each other.
- ✓ Put things in the game box; take things from the game box.
- ✓ Moving things without help.
- ✓ Follow simple directions like "Pick up the toys".

4-5 B: Things children can do and document at the age of one year

- ✓ Give them enough time to get to know you as a childcare giver. Bring them things (such as their favourite toy, stuffed doll, or blanket) to help with their comfort.
- ✓ Regarding undesirable behaviours, say "no" firmly. Do not shout, do not hit, or give an explanation. A timeout of 30 seconds to one minute may help him forward.
- ✓ Give children a lot of hugs and kisses, praise for good behaviour.
- ✓ Spend a lot of time encouraging them to behave better than punishing them for undesirable behaviours (educationally encouraging desired behaviours is equivalent to 4 times redirecting unwanted behaviours).
- ✓ Talk to children about what is being done. For example, "Mother: wash your hands with a towel."
- ✓ Read to the children daily. Push the child to fold the pages. You can occupy them with tags, symbols and images.
- ✓ Building on what children are saying or trying to say, or what they refer to. If someone points to a truck and says "u" or "truck," say, "Yes, this is a big blue truck."
- ✓ Give the children crayons and paper, and let them draw freely.
- ✓ Teach them how to draw lines up and down. Praise them when they try to imitate you.
- ✓ Playing with cubes, sorting shapes, and other games that encourage the child to use his hands.
- ✓ Hide small games and other objects and make them look for them.
- ✓ Ask them to name the body parts or things they see while driving in the car.
- ✓ Sing with movement and help them sing and move with you.
- ✓ Give the children pots and pans or a small musical instrument such as a drum. Encourage them to make noise.
- ✓ Provide plenty of safe places for them to explore. (To protect them, you must work to provide materials for cleaning and washing, garden care, care in cars. Use the exit gate safely and lock doors and windows).

Home Activity: By logging in to the following link in your file, what are the cases in which you must inform parents to act and go early to the doctor if their child is experiencing them at the age of 1 year:

https://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf

4-6 A: Things, most children do at the age of two years

Socially/ emotionally

- ✓ Imitates others, especially adults and older children.
- ✓ Feels excited to play with other children.
- ✓ Shows more independence.
- ✓ Shows challenging behavior (doing things of what was told no).
- ✓ Plays with other children, but he is the one to start as in the chasing games.

Linguistically / communicate

- ✓ Indicates objects or images when they are named.
- ✓ Knows the names of familiar people and body parts.
- ✓ Tells sentences of two to four words.
- ✓ Follows the simple instructions.
- ✓ Repeats the words he hears.

Cognitively

- ✓ Finds objects even when they are hidden under two or three covers.
- ✓ Starts sorting shapes and colours.
- ✓ Completes familiar sentences and rhymes.
- ✓ Plays simple game play.
- ✓ Builds towers of 4 pieces or more.
- ✓ May use one hand more than the other.
- ✓ Follow two-step instructions such as "Pick up your shoes and put them in the closet."
Names of animals or objects found in a picture book such as a cat, bird, or dog.

Movement/ physical development

- ✓ Stands on tiptoe.
- ✓ Kicks the ball.
- ✓ Starts running.

4-6 B: Things that most children do at two years old

- ✓ Encourage them to help with simple household chores, such as sweeping and preparing dinner. Praised them for being a good helper.
- ✓ At this age, children still play next to you and not with each other and do not participate well. Give them many opportunities to play with each other. However, you should watch them closely in case they might fight with each other.
- ✓ Give them attention and praise when they follow instructions.
- ✓ Limit attention to challenging behavior. In addition, praise them when they conduct good behavior instead of punishing for bad behavior.
- ✓ Teach them to identify and tell body parts, animals, and other things in common.
- ✓ Don't correct them when they say words incorrectly. Instead, say it correctly. For example, "This is a ball."
- ✓ Encourage them to say the word instead of pointing. If your child cannot say the whole word ("milk"), give him the first sound ("h") to help. Over time, you can get your child to say the whole sentence - "I want milk."
- ✓ Hide games and ask them to find them.
- ✓ Help them draw shapes, colors, or farm animals. Name each piece when your child puts it in place.
- ✓ Encourage them to play with blocks (cubes). Rotate with them to build towers and demolish them.
- ✓ Make art projects with them using crayons, paint and paper. Have your child describe what he did and hang it on the wall or refrigerator.
- ✓ Ask him to help you open doors, drawers and turn pages in a book or magazine.

- ✓ Once the child walks well, ask him to carry small things for you.
- ✓ Kick the ball with the children back and forth, this is good in encouraging them and make them busy.
- ✓ Take them to the park to climb and walk in nature. In addition, watch them closely.

Home activity: By entering the following link, write in your file cases in which you must inform parents to act and go early to the doctor in case their child is suffering at the age of two years:
https://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf

4-7 A: Things that most children do at three years old

Socially/ emotionally

- ✓ Imitate adults and friends.
- ✓ Shows affection to friends without asking or prompting.
- ✓ Navigates from game to game.
- ✓ Shows anxiety to his friend crying.
- ✓ Can communicate the idea of "what belongs to him" and / or "belongs to her".
- ✓ Shows a wide range of emotions.
- ✓ Easily separated/detached from parents.
- ✓ You may be angry about major or routine changes.

Linguistically / communicate

- ✓ Follows instructions.
- ✓ Calls the most familiar things.
- ✓ Understands words like "in", "on", and "under".
- ✓ Says first name age, gender and friends' names.
- ✓ Say some pronouns like "I", "we", and "you" and words like (cars, dogs and cats).
- ✓ Speaks well enough to strangers.
- ✓ Most of the time understands what to ask.
- ✓ Speaks using two to three sentences.

Cognitively

- ✓ Plays with games containing buttons, levers, and moving parts.
- ✓ Plays with dolls, animals, and people.
- ✓ Understands what "two" means.
- ✓ Draws a circle with a pencil or crayon.
- ✓ Flip the pages of the book.
- ✓ Builds towers of more than six cubes or blocks.
- ✓ Lifts and removes covers.
- ✓ Moves the knob.

Movement/ physical development

- ✓ Climbs well
- ✓ Easily moves tricycle pedals.
- ✓ Goes up and down the stairs

4-7 B: Things can you do and document for children at three years old:

- ✓ Let them go to play with groups. Other children along to encourage them to participate.
- ✓ Share them in solving their problems.
- ✓ Talk about their emotions. For example, say, "I can tell you you're ashamed to have thrown your friend Adam's game." Encourage them to identify their feelings.
- ✓ Set rules and limits for children and how to stick to them.
- ✓ If someone breaks a rule, give him 30 seconds to one minute to sit on a chair
- ✓ Praise the children who follows the rules.
- ✓ Give them instructions with two or three steps for example, "Go to the reception room and get your shoes and coat".
- ✓ Read for them every day.
- ✓ Ask them to indicate things in the pictures and repeat the words after you.
- ✓ I give children "activity box" with paper, crayons and colouring books.
- ✓ Chromatic and draw lines and shapes with them.

- ✓ Play with them matching game. Ask them to find the same things.
- ✓ Play with them counting game. Ask them to count body parts, stairs and other things they use or see every day.
- ✓ Train them up and down the stairs.
- ✓ Play with them in the outside squares and go with them to the park or walk with them long distances.
- ✓ Allow them to play freely and without organized activities.

Home activity: By logging in the following link in your profile, you should inform your parents to act and go to the doctor early if your child has them at the age of three:
https://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf

4-8 A: Things that most children do at four years old

Socially/ emotionally

- ✓ Enjoys when doing new things
- ✓ Plays the roles of (Mom and Dad)
- ✓ Becomes more creating.
- ✓ Prefers to play with other children.
- ✓ Most often cooperates with other children.

Linguistically / communicate

- ✓ Defines some basic rules of the language such as the correct use of (He/ she).
- ✓ Sings a song or a poem from his memory.
- ✓ Tells stories.
- ✓ Can say the first and last names.

Cognitively:

- ✓ Resolves issues
- ✓ Calls names of some colours and some numbers.
- ✓ Understands the idea of counting.
- ✓ Begins to understand time.
- ✓ Remembers parts of a story.
- ✓ Distinguish and understand the idea of "himself" and "others."
- ✓ Draws a person with 2 to 4 parts of the body.
- ✓ Uses scissors.
- ✓ Starts to copy some uppercase letters.
- ✓ Playing arcade games.
- ✓ Tells you what he thinks will happen in the future.

Movement/ physical growth

- ✓ Jumps and stands on one foot for two seconds;
- ✓ Often catches the ball if bounces;
- ✓ Puts dishes on the table and pours some food and drink (under supervision).
- ✓ Let them play the role of a leader and imitate what they do;

4-8 B: Things can you do and document for children at four years old

- ✓ Let them play the role of a leader and imitate what they do;
- ✓ Suggest to them activities such as going in a trip before school or sleeping at the grandfather's house;
- ✓ Let them choose what they like to wear or play with or eat as a snack (specific choices from 2-3);
- ✓ During play times, let them solve specific problems with friends but be close to them to provide help if necessary;
- ✓ Encourage them to use words, exchange games and alternate with each other;
- ✓ Give them toys to build imagination, such as wearing clothes, kitchen sets and cubes;

- ✓ Use good rules when talking to them. Instead of saying: "Mother wants you" say: "I want you to come here".
- ✓ Use words such as first, second and finally when talking about daily activities. This will help them use event sequence;
- ✓ Take some time to answer their questions (why?). If you do not know the answer, say: "I do not know" or help they have the answer from a book, internet or from an adult.
- ✓ When you read to them, ask them to tell you what happened in the story;
- ✓ Ask them to name the colours in the books, pictures and thing at home;
- ✓ Ask them to count the materials (number of chairs in the room, count the tables, number of pictures);
- ✓ Train them to play outdoors such as putting something or a mark to find, follow the leader. Train them to play their preferred music, dance, and imitate movements of each other.

Home activity: Through access to the following link, write down (in your file) the cases that you should inform parents to act and go early to the doctor in case the child suffers from an illness at 4 years old.

https://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf

Activity C 5-1: Dear Childcare giver: access the following E-educational websites and watch the videos and files.

https://www.health.qld.gov.au/multicultural/public/child_hlth#babydevelops (English and Arabic)

<https://parentswithconfidence.com/product/iceberg-behavior-visual-18-x-24-poster/>

https://www.youtube.com/watch?time_continue=48&v=mECUqn-Eoy0

https://www.youtube.com/watch?time_continue=16&v=Z9vRCpWoNVQ

https://pathways.org/wp-content/uploads/2017/02/Ability_birth-to-6-years_Checklist.pdf

https://louisville.edu/education/kyautismtraining/files/CDC_LTSAE_Gen_Broch3_Type.pdf

Period of the activity: 90 minutes

Enrichment

Um Rakan's experience in reducing jealousy among her children
(Mother of two sons and one girl)

Jealousy among children is a natural condition experienced by children in general and young children in the early ages and extended to four years in particular. However, when their jealousy increases and they take the course of violence, fear, and disturbance, we must intervene and follow many steps and tips on reducing this jealousy and removing it between brothers and young children in the early age of the same group. I will write here my experience of what I have done with my children and especially with my eldest child Rakan.

First: before the birth of my new baby, I was explaining to Rakan the importance of having a new brother or sister and how he would be the supervisor of his toys. After the birth, I cared for all of them with the same interest. On the contrary, I was interested in Rakan, who I felt, that he needs more attention than the new baby does.

Second: you should know that the oldest child in the house is smart. I did not try to lie to Rakan and tell him, for example (tomorrow I will let you play with your brother or he will go to kindergarten with you, because from my experience he will feel that I lie to him. He may tell me that directly, if I did. I heard some of my friends' sons (uh, Mama lying to us).

Third: If your child showed some violence, do not reacting the same, but try to pay attention to him more and reacted the violence with love and hug, and commend him if he showed any acceptance of the new child and this is what I did with Rakan.

Fourth: you should know that all children need love and affection from parents. It is advised to show it to them. Documented the stages of their lives through images and memories. You can also review this beautiful history with them from time to time and tell them how they grew up like a new child who will grow up with them. This is what I was doing and I still remind them of these memories. I was also keen to involve my child Rakan in the care of his younger brother to sow love in himself and to his brother and sister afterwards. He took care of feeding them, washing their hands and playing with them in the house and garden. This is what I have earned now that Rakan is very affectionate to his brother and sister.

Fifth: When I bought them anything, especially for the new child, we were cooperating together to choose it while I am asking him is this color beautiful? Does it fit him? I also asked my friends and family not to take care of the new child more than Rakan, but I asked them to talking with Rakan and joking with him. Thank God, I got rid of jealousy among them and now they have passed this stage, each of them loves the other.

With my love and appreciation, Um Rakan.

Questions:

1. What are the meaning of the following terms?

- Supervisor.....
- Documentation.....

2. What is the purpose of verifying the development of children within the nursery for you as a childcare giver?

3. Mention four things that most children do in the following ages?

- The age of six months
- The age of two years
- The age of three years
- The age of four years

4. Mention four things of what you should do as a childcare giver at home and public nursery for young children in the following ages?

- Two months
- Nine months
- First year
- Four years

5. What should you do if you have a child at the age of four months and while you watch him in the public / home nursery, he has one of the following conditions?

- Does not watch things move.
- Does not smile at you.
- No sounds come out.
- Does not bring things to the mouth.
- Does not push his legs when placing his feet on a solid surface.
- Has difficulty moving one or both eyes in all directions.

6 Sixth Competency: Playing

- Children gain the most important foundations for their future in the first four years of their lives.
- Everything that affects the sensory organs of the child now affects the development of the child's brain.
- It is necessary to provide the child with learning tools appropriate to their needs according to their age, and give those experiences and the possibility of playing based on learning opportunities in the nursery.

Dear childcare giver: Many studies and researches have confirmed that play is an entrance to the world of childhood, and an effective educational mediator to shape the personality of the individual in his childhood years. The importance of playing in children's lives and fulfilling their educational role in building a child's personality is determined mainly by the consciousness of adults in general, parents and child care givers in particular, and the extent to which they have the opportunity to realize themselves in play activities and diverse situations.

It is clear from all this that the first years of the child's life in the early stage, that starts from the first day until the age of four years, which the child spends in the nursery or home and the second stage which the child spend in kindergarten are the years in which the main pillars of his character. These are the first years in which a child needs to play to highlight his tendencies and crystallize, refine and develop it.

Very important: Dear child care giver, to get the benefit and learn from play, the children's playrooms within the nursery must be equipped with materials that:

- Supports various forms of activities.
- Open shelves / game boxes contain items that require a lot of movement and play.
- Enables children to explore, learn, assemble experiment, organize, arrange, and repeat. Children want to know everything.
- Help them to invent. They are inventors designing their games.
- Help them use materials and objects in a variety of ways: the table may be a platform, a ship, a house

6.1 Playing Theories

There are many theories that try to motivate children to play. The most commonly theories that used in the development of children and their learning by playing, are the following theories:

- ✓ Young children need to be free from excess energy.
- ✓ Young children need to play a role and unleash their imaginations.
- ✓ Young children need to know and control the world around them.
- ✓ Young children need to play to overcome difficulties.

6.2 Playing Functions

The functions of playing, learning and self-identification or ego in the early stage of their lives, fall into three main functions: constructional, educational and therapeutic functions. Each of these functions has roles and tasks that have positive effects on the learning and development of young children. Children in this early age range up to four years depend on:

- ✓ In their early years they experience a lot and explore the world with great enthusiasm.
- ✓ The world around them is full of impressive things.
- ✓ Using toys, they may reach conclusions, they can build and sabotage things.
- ✓ They can build, research, and explore.
- ✓ Their self-confidence increases because they can do things by themselves and develop their own identity.
- ✓ They learn that sounds, inconvenience, facial expressions, gestures, words and movements kind of communication.

- ✓ Children learn primarily through their actions and experiences in all their senses.
- ✓ For example, children try certain things until they discover them completely.

6.3 Structural or formative function

That is to say, playing is a growth, so we find that physically physiologically, playing is a necessary role in the development of his muscles properly, and train all members of his body effectively. Play activity is also used as an outlet for excess energy that, if retained, makes the child tense, nervous and unstable; and with regard to the cognitive mental aspects of personality structure, it plays a major role in the pattern of cognitive mental activity.

6.4 Educational Function

That is to say, play is learning, and therefore we find that play in itself does not have a great deal of educational value, but acquires this value if it can be organized and directed educationally. Spontaneous or natural education does not guarantee the fulfillment of the constructive function of the toys we have talked about. The healthy development of the child is achieved through the influence of conscious education, taking into account the characteristics of the development of young children and the elements of the formation of his personality in the context of educational activities organized and targeted.

6.5 Therapeutic Function

That is to say, playing is a treat. Young children in the early stages of their lives need to alleviate the fears and tensions created by the pressure placed on them in their home or nursery environment.

One of the effective methods of psychotherapy for children is known as play therapy or therapeutic play. Play helps children express their emotions. Fantasy toys are used as a way out to overcome anxiety and stress. Many of the needs and desires are not fulfilled in the child's daily life at this early age. The child can also be satisfied in the play, thus eliminating the frustrations shown by the child in different situations. It is these situations that we see the child sometimes collapses and inflicts his doll violently or punished with an effective dramatic tone, and may break it without pity. We also inform you that role-play and social representations are effective in rationalizing relationships between children's groups. The involvement of young children in plays also improves their adaptation to themselves and others. The therapeutic value of play does not mean that it is merely a method of treatment, but also an entrance to diagnosis and learning, and a way to study the child's personality and knowledge of his tendencies and future directions. It is possible to anticipate a child's future in football by kicking and controlling the ball. It is also possible to expect that the other child will be a painter through what he draws. This knowledge of the world of childhood enables you to discover talents and hobbies in addition to discovering the sources of illness in some emotional disorders of the child, such as aggression or lying, for example. From a brief definition of play functions, we can identify the types of play in children.

Activity C 6.1: Color Coordination:

This activity is intended for young children aged 3 years of color discrimination. To achieve your goals of activity:

- Bring a set of colorful clamps in different colors.
- Bring a set of colored scraps of paper with clamps color.
- Place it on a table or can be placed on the floor
- Ask them to assemble the scraps of paper with the appropriate clamp (Example of this step: Put scraps and colored shapes in red with a red clamp)

- Commend them when the assembly is complete; repeat the activity to consolidate the information.
- Required for activity: colored clamps, colored scraps of paper in different shapes

6.6 Varieties and forms of playing:

Early childhood playing activities are diverse in the form, content and method. The play forms and models in children can be classified into the following categories:

1. Functional Games, as the first form of play, repetition is considered as a basic training.
2. Automatic games: free, automatic, solo
3. Construction games, allow construction and vandalism.
4. Simulation games: simulate the behavior or activities of adults, or create a symbolic character or something symbolic to use in play (paper box = car)
5. Dramatic games: role-playing, fictional, creative.
6. Synthetic games: a mindset that leads to the distinction between reality and fiction.
7. Creative art games: drawing, music...
8. Recreational and sports games: especially for teenagers.
9. Cultural Games: Reading and Writing.
10. Regulated Games: It needs a higher level of understanding so it is not helpful to play before the age of three.
11. Research games: gather basic information about the world and things in it to improve the understanding, for example: to leave something falling on the ground several times in a row to learn the concept of gravity.

Activity C 6.2: Imitation Game

This activity aims to give young children of the first-year age group a talent to imitate your movements: By giving a movement or group of movements and asking the child to imitate what you have done, you can ask him to imitate a person if he or she has sufficient awareness of it, or return something or an event. Required for the activity: only need to prepare for it.

Activity C 6.3: Construction game

The intrinsic advantage of the activity aims to build young children meaningful things

- Give children a set of healthy cubes or paste
- Ask them to build and make cubes and paste something meaningful
- Praise them when the activity is finished and wash their hands and dry them.
- Required for the activity: building cubes, healthy paste, different colors.

If you are convinced of the value of play and its functions, it is possible to ask yourself a question, what is the share of your young children playing in the nursery? Do these games satisfy them? Does your nursery provide them with these games too?

Therefore, you should be sure that the more you care about your nursery children and are given the right games and provide them according to their age, this will increase their progress and development of physical, cognitive, social and dynamic. This is what we seek to enroll young children in the nursery of all kinds.

Very important: play as the most important means of learning

- Children receive stimuli from their environment
- They know a lot about themselves and quickly acquire skills they create from experiences they learn.
- Careful observation by adults is a prerequisite.
- Play based expression of children and the simplest forms of learning.
- Learning needs movement.

- Children 's learning needs may be spoiled if they spend the whole day in strollers and watch TV only.

Activity C 6.4: Collection games

The intrinsic advantage of the activity is that young children properly assemble objects (houses, animals, trees).

- Give children a collection of not installed homes, animals and trees.
- Ask them to collect houses, animals and trees and form an "environment."
- Praise them when the activity is finished and wash their hands and dry them.
- Required for the activity: Parts of house games, animals and trees.

Home activity: By accessing the educational sites of young children in the early age on the Internet.

Choose from games where your children can:

- Formative construction of the child
- Formative educational construction of the child
- Formative therapeutic construction of the child

Group activity C 6.5

Each of the participants in this program will show her beautiful experience in playing when she was a little girl? How old were you at that time? What is the experience and lessons learned from this?

Activity C 6.6: Playing is learning - Learning is playing!

Enter my dear child care giver to the following educational sites, and watch videos pointing to:

Observe the steps of play in the age group 0 - 4 years.

The most important forms of learning in early childhood.

The ability of children to play increases with age.

"Play and learn are two sides of the same coin"

DVD: BZgA: Kindergesundheit-info.de

DVD: BZgA: Wie Babys sich entwickeln – Für Eltern mit Kindern von null bis zwei

https://www.youtube.com/channel/UCnQMfgyGGMZ8vFx_ohwzYw/videos

<https://www.youtube.com/watch?v=vnH4ljen7OI>

<http://www.nas.gov.sg/archivesonline/posters/record-details/32c21f29-115c-11e3-83d5-0050568939ad>

https://www.youtube.com/watch?v=3zIq642_Lv4

DVD: BZgA: Vom Essen, Spielen und Einschlafen.... Kindergesundheit-info.de

<https://pathways.org/blog/kids-learn-play-6-stages-play-development/>

Questions:

1. What is the meaning of playing?
2. What are the main functions of playing? In addition, what each feature is meant for
 - a)
 - b)
 - c).....

3. Playing is one of the most important means of learning: Show us how children learn to play inside the nursery for you as a childcare giver.
4. Mention five forms and types of play in the nursery for you as a childcare giver and explain one of them?
5. What does children's play in this early age range up to four years depend on?
6. Explain how to play with children in their early age range up to four years for the following games:
 - a) The Game of Imitates:
 - b) The game of repetition:
 - c) The colors game:
 - d) Installation game:

7 Seventh Competency: Interior design and decoration

Interior design and decoration, the intended here, my dear childcare giver, is the planning and design of spaces within the nursery and squares and complementary facilities, with the aim of using all its possibilities to the needs of young children from the age one to the fourth year, to ensure their safety. Interior design consists of technical and planning aspects, and we should not forget here the aesthetic aspects. In order to integrate the design and decoration of the nursery with the rest of the components, you must be aware of what the nursery needs from the infrastructure and materials used by children on a daily basis, in addition to other materials that enhance the talents in music that must have space consistent with the interior design.

Very Important: Principles of Place Design:

When you think about designing your nursery, you and the designers should take the following principles:

- Space should be appropriate for children (age appropriate).
- Children should have access to most toys by themselves and independently.
- The place should be designed to suit different children's activities

7.1 Nursery Infrastructure

The infrastructure of the nursery is the set of means and tools used in the design of the nursery, the construction of its facilities, the places that make it up and the outside yards, in addition to the electrical installations, water networks and other infrastructures that contribute to giving young children a comfortable environment. It also provides him with opportunities to sleep, eat, drink, learn and play in a safe manner, as well as opportunities for development and safe growth and the development of the world of childhood in Jordan for the better, by providing many means that provide a lot of assistance to young children in the age range up to four years. For this, the infrastructure must provide:

1. **Movement**, bedding, carpet, climbing, the possibility of climbing through caves and others.
2. **Sleeping places:** bedding, pillows, covers, stuffed dolls and others.
3. **The corner of the child is an additional part of the room that contains:** bed, basket, folding tent, and cave.
4. **Construction and installation corner:** play carpet, boxes with building materials.
5. Place of drawing, design, craftwork: shelf with material boxes, a small table, a wall for painting and clothes for painting, a mirror / foil as a mirror, and others.
6. **Role-playing games:** egg box, clothes / shoes, costume, mirror / foil as a mirror, dolls, toys.

7. **Places of research and exploration:** box and natural materials, as an alternative: an external area with sand and climbing box.
8. **Places to eat and drink:** must contain
 - ✓ Dining table and seats according to children's sizes.
 - ✓ Table with erasable surface.
 - ✓ Dining area should not distract children (concentration and food).

7.2 Safety and hygiene in home nursery rooms

- Design of the room according to the number and age of children according to the Jordanian legislation in force.
- Eliminate all possible risks to children:
 - ✓ The plug must have a cover to protect children.
 - ✓ Electrical wires must all be covered.
 - ✓ Prevent children from accessing electrical appliances (or with supervision.)
 - ✓ Handrails are provided for stairs and exits.
 - ✓ Provide protective grilles on doors and windows.
- Surfaces can be wiped or cleaned easily
 - ✓ Erasable floors.
 - ✓ Carpet must be cleaned.
 - ✓ Covers, pillows and other washable at 60 degrees.
 - ✓ Erasable toy boxes.

Health area / bathrooms

- Diaper changing area:
 - ✓ Table / rug with diaper cover.
 - ✓ Shelf / place to put things.
 - ✓ A basket for diapers with its lid.
- The child should have access to the place where they can wash their hands.
- Stair, base, high chair.
- Preferred shower:
 - ✓ Supports slipping prevention.
- Toilet with baby seat or special baby toilet.
 - ✓ Floor and wall are easy to clean.

Very Important: SAFETY AND HYGIENE IN HEALTH FACILITIES, FOR the SAFETY of children and yours, you MUST:

- Never leave the child alone on the cloths changing table.
- The cloths changing place shall be designed with a height closer to the surface of the cloths changing room floor.
- Cloths changing place can be wiped and cleaned at 60 ° C
- Cleaning, disinfection and drying away from the presence of children.
- Cleaning and disinfection shall be continuous for all sanitary facilities, including walls and floors as per the cleaning plan.
- The floors of the facilities are non-slip.

7.3 First aid (6 hours)

First aid in this program should be given by physicians, trained paramedics, or medical specialists by an accredited body for 6 hours of actual training.

Requirements for the Trainer:

- Qualified in first aid training for children.
- Has experience in ambulance injuries for children up to the age of 4 years.

Topics:

- Initial care for injuries of infants and young children.
- Awareness of sudden infant death.
- Act when swallowing, choking or suffocating.
- Act in case of skin rash, burns, sunburn.
- Disease management.
- Act in case of fever.
- Traffic accidents.
- Resuscitation.
- Insect bites.
- Sensitivity.
- Sting injuries.
- Rabies.



7.4 Daily use of materials

When thinking about the nursery infrastructure, my dear childcare giver, you should also think seriously about the daily materials that children would use, especially when starting or developing a nursery, regardless of whether it is a public or home nursery, and ask yourself the following questions:

- What will the children play with in the nursery?
- What are the good research materials will be in the hands of children on a daily basis for children aged 1 to 4 years?
- What boxes and tools will be common for the day one age up to four-years old? For example: boxes of different sizes, containers with a lid that can be opened and closed by twisting, small / large tubes where things can be inserted and removed from them, sand, water and various containers to put water in, household items, hollow dishes, cooking pots.

Enrichment Topic:

Cubes Game

Playing is one of the most important things for children in the early age, especially up to four years, because everything he learns is through playing and it enables him to identify, discover and develop intellectual, increase his self-confidence and help him to build an independent personality, and develop social relations. Specialists have proven that cubes are one of the most useful games for children of all ages.

The benefits of this game for children: The benefits of the cubes game for children:

First: Promote intellectual growth where children's toys in cubes:

- Brings them into the experience of assimilating concepts such as balance and gravity.
- Helps the child to focus strength.

- Ability to solve installation problems.
- This game offers them simple geometric information.

Second: Directing the creative aspect of the child: This game is a type of games that:

- Demonstrate the child's skills and show them in terms of building the shapes they want.
- Promoting and developing social and dynamic skills.
- Spreading the spirit of cooperation between children and developing the relationship between them.

Third: Developing the skill of language and reading: Because the child is playing in cubes:

- Help him to grasp the sequencing process.
- Makes the read process easier and increase the ability to express language by explaining the forms he installed.

Fourth: Improving Space inference: This game makes the child realize how to:

- Place the cubes in the right place of it.
- Help him to think the sizes of cubes that appropriate to think.

How children play it up to the age of two:

At this stage, the child tries to carry the cubes and play in them, or put them in another game such as the truck and try to move, where cubes provide children at this age integrated experience:

- To recognize and touch objects.
- Distinguish them.
- Help him recognize sounds when the cubes fall to the ground.

How children play it from 2 to 3 years:

Children from two to three years continue to:

- Explore cubes further and wider than the age of less than two years
- They become more aware of how to use them as they make towers by stacking cubes on top of each other vertically or horizontally on the ground.
- Children at this stage use all the cognitive skills and imagination, where they find them stacking cubes on the ground to form streets and small cars to walk.

How children play it up to four years:

Children at this stage starts with:

- Use their experience in making some shapes and models such as: bridges
- Place two cubes between them and then place a third cube on top of them horizontally. Hence, the child begins to balance.

7.5 Other materials:

Other materials to keep in mind when playing, learning, sleeping, and eating and washing, we are reminding that a nursery should contain the following:

- Materials that encourage children to play roles: clothing, shoes, dolls, stuffed dolls, towels.
- Large boxes containing a variety of materials.
- Books and other printed materials.
- Audio-visual and other technical means.
- Drawing / coloring materials: papers, pens, ink, brushes, etc.
- Kneading and forming materials (child paste)
- Building blocks of various types and shapes
- Musical instruments.
- Theater tools: role-playing materials.

- Multiple types of mirrors.
- Materials that encourage children to move: pads, carpets, balls and others.

Enrichment Topic:

Facial painting is beautiful, entertaining and fun, but has its own conditions:

- Do not paint on the face that is suffering from skin allergies, or faces that suffer from pimples and wounds.
- The use of colors intended for painting on the face,
- to ensure the date of validity that they are suitable
- For human use.
- Use colors consisting of water to make it easier to wash and remove quickly.
- Provides more than one brush and sponge to use
- Each with a specific color.
- The brush is made of synthetic hair, soft enough.
- Provide a quantity of water in order to dilute colors and mix them from each other.
- Clean the brush and sponge when drawing.
- Do not use more than one face without cleaning.
- Body painting is more than face.



*) Facial painting

*) © F. Petschulat / H. Sunna

7.6 Planning and Preparation for Children's Activities

If the infrastructure and materials used daily by children are available, in addition to other materials, it will be easier to plan and prepare for the activities of children in their early age and extending up to four years, for each age group of them, which contributes to the development of their physical, linguistic and dynamic abilities through activities exercises:

- A. Dynamic exercises
- B. Language exercises
- C. Lyrical, musical exercises
- D. Dramatic exercises
- E. Drawing exercises

Other activities related to early childhood activities.

In order to achieve good planning and achieve the desired results, we suggest that you use the following form with the possibility of developing it after using it and actually applied within your nursery where you work.

| | |
|---|--|
| Planning model of activities and exercises for children in the early age range up to 4 years | |
| Nursery Name: Child care giver Name | |
| Activity / Exercise Name: Target age group from: Place of Implementation: Time Required: | |
| Objectives of the activity: 1 2 3 | |
| Materials, tools and facilities required for the implementation of the activity: activity. | |
| Implementation steps: 1. 2. 3. 4. 5. 6. 7. | |
| Evaluate the activity and what is the benefit achieved. | |

Activity C 7-1: How to make the playing paste for the children:

Dear childcare giver, children playing paste is one of the most fun games, it is easy to configure for all young children in their early age up to four years, and it is cheap. You can manufacture it inside the nursery, so you can be assured of the materials manufactured from it, and it is safer than other toys. You can use it in education by forming letters, numbers, etc. like animals to learn their names. It also develops the skills of fine muscles. Paste works to strengthen the movement of the child's fingers, arms and ligaments and develop his sensory, dynamic and concentration skills.

1. Helps the child focus by forming a specific object and working on it until it is finished.
2. Playing Paste helps the child to innovate by making the forms he thinks.
3. The playing paste helps to calm the child's activity when he gets frustrated or angry.
4. Expressing himself in different ways.
5. The child responds better to verbal indoctrination when he is in a pleasant environment away from the stress of typical learning.
6. Does not lead to dirty children's clothes.
7. It does not hurt because it contains natural materials.
8. Easy to make and you can help children make it, and then play with it.

How to make children's playing paste

Ingredients:

One cup of flour, one cup of water, half a cup of salt, four spoons of oil, five spoons of vinegar, and a tincture of food.

Preparation method:

- We bring all the ingredients.
- Mix well, except food coloring.
- Mix it in a bowl, and put the mixture over low heat until it holds together.
- Remove from fire.
- Let it cool slightly.
- Divide it into parts.
- Put on each part the desired color and knead with it well.

The children paste is ready to be shaped and played with. This paste helps the child to communicate, playing with other children and collaborating with them to form a paste. When children play, they should monitor their behavior in how they treat each other and how they form friendship.

After finishing playing with the playing paste:

When you finish playing with the playing paste:

- Collect the playing paste and save it.
- Wash children's hands with soap and water and dry them well.

Activity C 7-2: Activities that encourage children to play:

For further benefit, we list some of the activities that enhance your work as a child care giver in choosing useful activities, depending on the age of children from one day to four years, we will mention the following activities that support:

- Simple / initial toys: games for searching, hiding, building and communication (collecting objects), packing, pouring, etc.
- Movement of children: so that children can develop their dynamic skills such as crawling, rotation, lying down, climbing, running and others.
- Perceptual for children: sucking, chewing, pushing, taste, smell, hearing, sight, body perception.
- Linguistic development: through repeated, clear and focused speech, reading, singing
- Creativity through drawing, dough, construction, dancing, playing with simple tools.
- Social learning through group games, role-playing games, codified games, conflict resolution and more.

Questions:

1. What are the meaning of the following terms?
 - Interior design and decoration.
 - Infrastructure.
2. What should be the infrastructure for children in the early age of up to four years?
 - a)
 - b)
 - c)
 - d)
 - e)
3. The materials used by children on a daily basis of the most important things to think about when designing the nursery. What should you ask yourself when considering bringing these materials to the nursery?
 -
 -
 -
4. Mention the benefits of planning and preparing activities for the children at an early age?
5. Mention the benefits of playing with cubes?
6. Home Work: Make a paste of children in the house, as noted in this efficiency and bring it with you in the next day.

8 Eighth Competency: Feeding children

Feeding children, especially up to the four-year-old, is one of the most important and difficult things you will do for this age group. For all this and to feed them healthy, safe and sound, you must ask yourself about the nutrition of each age, many questions that answer you about the right food for each child and its age. Therefore, child nutrition experts, mothers and childcare givers, are advised to set a table on child food those changes according to their growth and age needs.

8.1 Basic rules for feeding children in early age:

The nutrition of children in the early age and especially up to the four-year-old depends on a set of basic rules that are key pillars in the growth of this age group of children:

A. Feeding the child is a reward and not a punishment: Food should be given to the child within reasonable limits.

B. Good eating interventions: Good eating interventions help children make nutrition a good opportunity to learn good eating habits throughout their lives.

C. Positive handling: Positive handling of nutrition situations encourages children to communicate with you to choose what they love of food.

D. Choosing the right foods for health: You should choose them a healthy and appropriate food for their age and stay as far as possible from processed foods containing many flavors, even if they like it.

8.2 Feeding stages

Dear childcare giver, the stages of feeding children in their early ages and especially up to the four years old, consists of several stages. There are three stages of feeding until he become one year old, which are successive but overlapping stages: the lactation stage, the milk phase, the transition phase, which is the gradual transition from the milk phase to the solid food, and there is a solid phase in which the food is more coherent than previously, which is Precedes the normal eating phase. We will give you a table of some foods suitable for children in this age group:

Very important: common mistakes

There are common mistakes you should avoid in feeding a child at an early age:

- Do not feed the child honey before reaching the first year.
- Avoid feeding your baby raw eggs.
- Do not make juice-replacing milk.
- Do not serve soft drinks, tea, coffee and herbs to children.
- Do not offer your baby cow's milk before the first year of age because it is difficult to digest

Child from the age of one day- up to 12 months / first year

1. Breastfeeding and mother's milk:

Breastfeeding has been scientifically and medically proven to be of great importance and benefit to the health of both the baby and the nursing mother (physically, psychologically, and preventively). The mother's milk is sterile, germ-free and ready to be given at any time the baby needs, as it is naturally preserved at the same temperature as his body. Breast milk also contains all the essential nutrients required for the child's growth and in a consistent manner according to age, weight and ability to digest and absorb, which changes daily, but even hourly in accordance with requirements.

2. How to breastfeed the baby from the bottle?

In order to breastfeed the baby from the right bottle of artificial feeding, it is necessary to choose the appropriate formula milk for the child in cooperation with the mother of the child, where there are many types of formula milk, including milk derived from cow's milk, and derived from soybeans, and some other types that suits. Some other types that are appropriate for some cases of childhood illness, such as the sensitivity of some children to formula milk derived from cow's milk. To ensure this, you should:

- Sterilize the feeding bottle after each feed.
- Washed and all parts with hot soapy water, with a round and long brush, to be inserted into the bottle, to ensure cleanliness.
- Immerse it in a container with water, with all its components, and the water is heated to a boiling point.
- Extracted from water and placed on a clean, dry towel, then can be used to prepare a new feed.
- Progression in the transition to artificial feeding.
- Get to know the amount of artificial feeding for the child carefully, but before you start the amount matter, it must be known that there is a need to sequence and gradual in the conversion of the child to artificial feeding. All this must be in cooperation with the mother. This is through breastfeeding once a day artificially, gradually increasing the number of times until it reaches full transition. This method is perfect for you and your child.
- In the first artificial feeding should not exceed 30 ml, and after one week of acclimation to artificial feeding can be doubled to 3 times.
- Then move the number of artificial feedings to 5-7 meals a day, and divided throughout the day to take one meal every three hours.
- Take into account the proportion of artificial feeding to the child with his weight.
- Make a table of the correct amounts of artificial feeding
- You must know the amount of each feed and the number of daily feeds, depending on the age of the young child and up to the first year of age.

3. Introduction to baby food:

Young children at this age need healthy food because they are growing, which means they need a lot of energy. Therefore, nutritionists advise healthy and balanced diets to children, because

the work and harmony of their body organs depends on the balance of protein, fat, sugar, minerals and vitamins.

4. Family Meals:

Of course, what is meant here is the food and meals that parents bring with their child to the nursery, so you should have prior coordination with the parents that suits their child's age to help them grow and develop.

Therefore, you should learn about the four stages of nutrition that the child feeds in the nursery that the child is going through from the first day to the year. What he needs of milk, vitamins, and drinks, food provided by the nursery or from meals prepared by parents for their child in the nursery?

- The first stage: includes the first four months, during which it is recommended to breast milk because of its usefulness in strengthening the immunity of the child. At this stage, the baby needs an average of 70 ml of milk.
- The second stage: from four months to six months, in which the child needs iron. It is therefore recommended to give him food grains in addition to milk.
- The third stage: This stage ranges from six months to nine months. Here you begin to give him boiled vegetables after mashing it well. It can also be given some fruits in addition to milk.
- The fourth stage: is the period between nine months to a year, where the child can eat bread, fruits and mashed grains in addition to dairy and cheese.

The child from the first year - up to four years

- Healthy nutrition for children: Proper nutrition for children depends on the same principles of adult nutrition; as everyone needs the same nutrients: vitamins, minerals, carbohydrates, protein and fat.
- Regular meals: After the first year, the child can eat a variety of meals, it is recommended to eat 3 main meals consisting of cereals and vegetables in addition to milk.
- Drinks: Children need water in order for the body to function properly, where water makes up more than half of its body weight, but for children need water: there is no specific amount and recommended for children, but it is good to give them water throughout the day, and not only when they feel thirsty. Children usually do not need water during the first year of life. Children should drink more water when they are sick, when it is hot, or when they are physically active. A little lemon or other natural flavor can be added to the water if the child does not like it. Fruits and vegetables are good sources of water.
- Sweets and crackers: Sweets, chips and crackers are harmful foods for children, although it is one of the things loved by children, but do not try to give it to satisfy his appetite as it contains dyes and colorants, in addition to sugars and salts, and do not claim to replace rich foods with natural and healthy nutrients.
- You may also know that it is difficult to prevent children of this age from eating sweets, but if it is necessary, they can be given limited amounts of chocolate and sugary candy that are less harmful to children's teeth than sweets, such as toffee, because they dissolve more quickly. Encourage them to eat all sweets at once. Eating a serving of four sweets, such as chocolate, in 10 minutes is less harmful to the teeth than eating one pill every half hour for two hours.
- Baby food and ready-to-eat food: Canned food usually contains high levels of salt and sugar. This makes them unsuitable for children. Children's food for the same meal at home may be healthier and cheaper. Of course, as a child care giver for a group of children and because of the mother's preoccupation, you may not have time to prepare each meal from scratch. If you are buying any pre-prepared foods for children, make sure they are suitable for children at every age.

8.3 Storage, Preservation and Cooling of Baby Food

Food preservation is the process by which you store and cool food inside the nursery, ensuring that it is not spoiled until children eat it at allotted times without being exposed to anything. Thus storing the surplus to use it when needed, or carry it as it is from place to place without damage or spoil. You know that food spoilage is often the result of microorganisms and lack of proper storage. On reducing the activity of enzymes causing unwanted changes in texture, taste, smell and color of nutrients. Therefore, your baby's food should be stored in the nursery to ensure safety and health for them:

Storage and Preservation Rules

- Store baby food properly and be careful not to store food near chemicals or detergents, or store foods that do not need the refrigerator under the sink or near water or moisture, as they can be damaged by leaking water from the pipes, refrigerating frozen materials to be damaged as quickly as possible.
- Check the temperature of the refrigerator and freezer periodically using the thermometer; the temperature of the refrigerator should be 4 ° C, and the freezer at zero degrees.
- Keep the remaining frozen foods in tight containers and store them in the refrigerator as soon as possible, and make sure to use them within a day, and if you feel suspicious about them should be thrown out.
- Do not use plastic containers and containers made of BPA resins and replace them with other alternatives, such as glass, porcelain or stainless steel food containers.
- Close the doors of the refrigerator tightly for fear of food damage.

Below is a table showing the ways of storing and refrigerating foods, as well as some of the procedures to be followed in the nursery

Storage and preservation of food for young children and refrigerated in a safe and healthy manner within the nursery

| Natural Milk Storage / Preservation | Bottle Feeding | Baby Food |
|---|--|--|
| <ul style="list-style-type: none"> ✓ Feed the children in pots. ✓ Store prepared food in the refrigerator for only one day. | <ul style="list-style-type: none"> ✓ Use filtered water. ✓ Keep milk powder in a dark, cool and dry place. ✓ Clean and nipple the bottle with hot water and detergent and / or sterilize and clean it directed after each meal. | <ul style="list-style-type: none"> ✓ Store milk in the refrigerator at + 4 ° C. ✓ Stores for 3 days: max. ✓ The cooling period should not be interrupted. ✓ Feeding bottle with baby name. ✓ Write the date and time of extracting the milk on the feeding bottle |
| Drinks | Desserts and rackers | Design the Dining experience |
| <p>Introduction</p> <ul style="list-style-type: none"> ✓ Collectively eating experience. ✓ Provide a safe and quiet atmosphere <p>Breakfast and lunch</p> <ul style="list-style-type: none"> ✓ The breakfast bag should contain healthy food and a bottle of water. ✓ Design a sitting area on the floor or on the table. ✓ Distribution of water cups, children sit at the table without help. <p>Ritual of the beginning of breakfast: song, poetry, prayer.</p> | <ul style="list-style-type: none"> ✓ It must be treated with caution, and it must have something special. ✓ Monitor the intake. ✓ Clean teeth after each meal. <p>Keep in closed containers and kept refrigerated when needed</p> | <ul style="list-style-type: none"> ✓ Drinking in a cup - not always suckling - brings risks. ✓ Drinking filtered water / mineral water. ✓ Drink unsweetened herbs or natural fruit juice. <p>Keep drinks cool</p> |
| | | Between meals, snacks |
| | | <ul style="list-style-type: none"> ✓ Snacks are prepared by you as a child care giver: ✓ Fresh fruits and vegetables. ✓ Water distribution. <p>Your preparation should give young children as much independence as possible so that they can drink water.</p> |

Activity C 8.1 Storage and conservation of baby food safe and healthy! Dear child care giver, go to the following e-learning sites and see videos that refer to:

- Healthy food for young children
- Safe storage of baby food

<https://www.safefood.eu/Publications/Consumer-information/How-to-prepare-your-baby-s-bottle.aspx>

<http://stanceforthefamily.byu.edu/files/2016/01/Organize-13.jpg>

Questions:

1. What is the meaning of the following terms?

- Breastfeeding.
- Bottle feeding.

2. How are children breastfeeding through the bottle?

-
-
-
-
-

3. The storage of materials and food of the young children in the nursery are the most important things that you do as a child care giver. Explain the methods storage for the followings:

- Natural Milk Storage / Preservation:
- Breastfeeding (bottle-feeding):
- Baby food:
- Drinks:

4. How are the first meals designed for children?

5. Mention common mistakes in feeding a child?

Homework: Try to create a large board, remember the general rules for storage, discuss it with your classmates the next day, and display it prominently.

9 Ninth competency: Responsible Care

Dear child care giver! Responsible care is the responsibility of taking care of a child in his early in life, assisting him and providing all necessary for the proper and normal development of the state, institutions and parents, whether moral or material. The concept of responsible care to invest in children from their early childhood reinforces their incubation into kindergarten and school as the most promising future for each country and its main focus. Care and rights must be provided to ensure:

- Healthy development of children.
- Not exposed to accidents and risks related to their development at every age.
- Do not experience violence.
- Safe games for them.
- Children's rights.

9.1 Areas of child development

The areas of child development that appear in front of children in kindergarten are largely related to their behavioral patterns of changes in their perception of things, their quest for knowledge and their desire to venture and think about what's going on around them. All of this is associated with the stages of their physical development, which is directly related to the strength of the child and the strength of his muscles and his ability to move the organs of his body from one place to another. Many experts also know that the child's dynamic development "is what the child acquires voluntary abilities and skills such as catching, walking, jumping and balance." For all this you should check that the children have:

- The development of awareness of the threat.
- Sense of adventure, "thirst" for information, so safe environment is very important.
- Awareness of the world of children and thinking of their world.
- Stages of dynamic development.

9.2 Incidents related to the age of the child and his development and basic ways to avoid it:

Dear childcare giver! Do your part as a responsible nursery provider of all kinds. You should be aware of the incidents that children may be exposed to in the nursery. This is divided into two categories. The first category is the risk that children from the age of one to six months can be exposed to. Children from 7 months to 4 years of age may be exposed as follows:

Activity C 9.1: Mention from your experience at home to your colleagues some of the risks and events that have occurred in front of you or with you for children up to four years old.

- Discuss with your colleagues how to avoid danger or injury.
- What are the lessons learned?

| Accidents related to the Child Development Ages | Fundamentals of Accident Prevention |
|---|---|
| <p>Risks of the First Category: from day one to six months: Risks of the First Category: from day one to six months:</p> <ul style="list-style-type: none"> • Fall Accidents • Choking / swallowing • Strangling, etc. • The Risk of Sudden Infant Death Syndrome (SIDS) | <ul style="list-style-type: none"> • Keep your hand on the child when the area is high. • When sleeping, the head moves freely, sleeping on the back, it is preferred to use the sleep mattress. • No materials in crib. • Children are not allowed to wear necklace while sleeping, and there is no a hanging bar or ring above the crib. • Keep hot drinks out of reach of children. • Vehicles fitted with appropriate safe mobility systems (Car Seat). • Do not shake the child when s/he is crying. |
| <p>Risks of the Second Category: from seven months to four years:</p> <ul style="list-style-type: none"> • Swallowing • Contraction or Cramps • Poisoning / Acid Burns • Boiling Water Burn / Scalds • Falling Down Stairs and / or Walking with Mobility Aids • Electrical Accidents • Drowning • Heat Exhaustion (overheating) • Sunburn | <p>Removing hazards inside the home, for example:</p> <ul style="list-style-type: none"> • Cover power supplies / Use plug stock protection covers. • Small and not inclined furniture • No tablecloths. • Drawers, windows, door locks, and protection from insect bites / tablet. • No running aids. • Keep medicines and detergents in special lockers out of reach of children. • No sources of fire / flames. <p>Removing hazards around the home, for example:</p> <ul style="list-style-type: none"> • Remove poisonous plant as well as toxic substances and cans, etc. • If there is a swimming pool, consider the child safety. • Be part of swimming or bathing: supervision! • Waste disposal. • No electrical wires or materials within reach of children • Play with sandboxes only if there is a supervisor and cover them after use. • Change the sand regularly. • Fire sources (such as a barbecue) constantly under supervision while keeping a safe distance. |

9.3 Playing with Toys and Safe Materials:

Playing in this early childhood is an important pillar of children learning within the nursery. Therefore, when you allow your young children to play in their early childhood, you should take the following measures:

- Using toys and materials appropriate to children ages.
- Using pollutant-free materials.
- Avoiding the use of small toys where children can swallow them (e.g., pearl jewelry).
- Avoiding excessive TV watching and smartphone use as they endanger children's health.

9.4 Children's Rights

- Children's rights include the rights of health, education, family life, play and recreation, an adequate standard of living and protection from abuse and harm.
- Children's rights cover their appropriate development needs.

Dear child care giver! Let you know that there are four general principles that underpin all children's rights. They will be discussed in this program, where you will have a key role in achieving them at the level of nursery children in particular and country children in general:

First Principle: Non-discrimination means that all children have the same right to develop their potentials in all situations and at all times. For example, every child should have equal access to education regardless of the child's gender, race, nationality, religion, disability, parentage or other status.

Second Principle: The best interests of the child must be a "primary consideration" in all actions and decisions concerning a child, and must be used to resolve conflicts between different rights. For example, when making national budgetary decisions affecting children, the government must consider how cuts will impact on the best interests of the child.

Third Principle: The child right to survival and development ensures access to basic services and equal opportunities for children to achieve their full development. For example, a child with a disability should have effective access to education and health care to achieve his / her full potential.

Fourth Principle: The views of the child mean that the child voice must be heard and respected in all matters relating to his or her rights. For example, those in power should consult with children before making decisions that affect them.



Activity 9.2: Discussion Article: Arabic Version of the Convention on the Rights of the Child launched November 20, 2017

Amman Jordan □ The National Council for Family Affairs and UNICEF will be launching the first-ever child friendly Arabic version of the Convention on the Rights of the Child (CRC) on November 20, at an event which will see the participation of over 2,000 children and adults, a statement from the UN agency said.

A more comprehensive handbook for adults including the official CRC document and the Sustainable Development Goals in Arabic will also be disseminated at the event.

UNICEF has started planning for World Children’s Day, marked annually on November 20 to celebrate the day the Convention on the Rights of the Child — an agreement by member countries of the UN including Jordan, to do everything possible for the best interest of all children.

Activity C 9-3: Responsible Care! Dear childcare giver, watch videos in the following e-learning websites:

<https://www.youtube.com/watch?v=TzzYAGtSOTI>

<http://circleofsecuritynetwork.org/files/A%20Circle%20of%20Security.pdf>

<https://service.bzga.de/pdf.php?id=0735750395452075bc36c1d4767cfe6d>

<https://slideplayer.com/slide/4907196/>

<https://clinicalgate.com/accidents-poisoning-and-child-protection/>

Poster: Responsibility flower <https://edition.cnn.com/2017/05/04/health/babies-screen-time-speech-delays-study/index.html>

<https://www.youtube.com/watch?v=IZ6UHN1PUv4>

UNICEF + NCFA Booklet: Children’s rights Arabic

Flyer: Child Rights

Questions:

1. What do the following terms mean?
 - Responsible Care:
 - Children's Rights:
 - Non-discrimination:

2. What are standards that should be met in children toys and materials to be safe for playing?

A :

B :

C :

D :

3. What are the expected risks and accidents children from seven months to up to four years may be exposed to and how do you protect them from these risks and accidents?

A :

B :

C :

D :

E :

4. Homework: Search e-learning websites specialized in early childhood and write a topic on the motor development of children enhanced with pictures (Internet search) and discuss it with your colleagues the next day.

10 Tenth Competency: Daily Routine

10.1 The Concept of Daily Routine

Dear childcare giver! A daily routine is the usual series of things that you do or act on a daily basis with young children, in early childhood in the nursery, in the way that you and your children get bored of the lack of renewals. Every day the children come to the nursery at the same time, wear the same clothes, and eat similar meals in the same place; they are the same children. Feeling boring! Taking care of the nursery children should be more interesting than this daily routine to attract them to you and your nursery as well. Therefore, you need to develop this routine to enhance your motivation and decide to introduce entertainment changes into this routine through organizing your work, determining rest breaks, renewing activities and regaining the vitality of children.

10.2 Daily Routine Development

As a childcare giver, you need to develop a daily routine for you and young children by answering the following questions:

- Which areas are important for children and why?
 - ✓ Organize and plan your work day in the nursery.
 - ✓ Daily habits, practices and rituals provide protection.

Morning tours, meals, playtimes, stages of play, arrival and departure times, bedtime, arrangement, etc.

- Which areas are important for parents?
 - ✓ Arrival and departure times.
 - ✓ Flexible schedule appointments.
 - ✓ Informal conversations with parents to discuss specific steps in the development of their children.
- What are important to me and my assistants?
 - ✓ Structuring and organizing daily work.
 - ✓ Identifying significant risks.
 - ✓ Learning time.
 - ✓ Planning and preparation time for teaching young children.
 - ✓ Monitoring and documenting children's skills.
 - ✓ Discussions with parents.
 - ✓ Administrative and institutional work time.



Activity C 10-1:

- What is the daily routine in home based nursery?
- Write your daily routine on colored cards, arrange and display them in a prominent place to discuss with the group.

Requirements: Calligraphy Pens - Colored Papers

Activity C 10-2: Daily Timetable Preparation

- Prepare the daily timetable of your daily activities from the moment you greet the child in your home based nursery until you say goodbye and leave him / her.
- Discuss the daily timetable with the group from the point of view of childcare giver in the home based nursery.

Requirements: Calligraphy Pens - Colored Papers

Questions:

1. What does daily routine mean?
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o
o
o
2. What are the important areas for young children that you should do as a child care giver to develop their daily routine?
o
o
o
o
3. What are the important areas for parents of young children enrolled in your nursery that you should do as a childcare giver to develop their daily routine?
o
o
o
o
o

Homework: Search e-learning websites specialized in early childhood for innovative ideas in developing daily routines and ways to get rid of boredom enhanced with pictures (Internet search) and discuss them with your colleagues the next day.

11 Eleventh Competency: Developing the concept of Home Based Day Care

Dear childcare giver! From the point of view of education experts and specialists in the world of early childhood, a day care is the first educational institutions incubating young children at an early age, as specialists advise parents to engage their children in nurseries from day one to four years. On the other hand, a home-based day care is also one of these educational institutions, where a room or area in a house or home is set apart for a nursery that can accommodate young children in the early childhood up to four years. It is also necessary to provide these children with all their needs, including educational materials and toys, stories, chairs, and comfortable beds for these young children, especially infants, in order to identify his hobbies, explore surrounding community and develop his perceptions and abilities.

11.1 The Concept of Home Based Day Care

It is a place where working women can safely leave their children and know that there is a child care giver who looks after their children in this place and takes care of their sleep and food, until they return from work. It is also a place where children can learn some simple things such as colors, songs, and some short surahs. Therefore, it is necessary to provide children with some toys to play with their peers and other science and knowledge appropriate for their ages.

11.2 Importance of the Concept

The importance of the concept of home based nursery is to be an economic project that needs you to develop a comprehensive work plan. Therefore, you should know that the first thing you should do is to consider the needs of your area and surrounding areas.

11.3 Application for a license

You should contact the licensing authorities for more details regarding the license application and the requirements and standards to be met in the home-based Day Care on the basis of which the license is issued to practice the child care.

11.4 Information for parents and interested parties

Parents should be aware that day care for the child is completely different from basic education by giving the child more relaxation time. However, in order for parents and interested parties to be certain, you should provide detailed information about the children based on their age:

- a) How to develop the personality of their children.
- b) Developing their hobbies.
- c) Developing their language and communication skills.
- d) Their physical and movement development.
- e) Exploring the surrounding world.
- f) Developing their creative spirit.
- g) Common work risks.

11.5 Contents of the Concept

View your personal information

Usually, when you are asked to view your personal information, you should provide information that will help in introducing you, your nursery experiences, especially home based nurseries, and what you are clearly qualified for, such as: full name, academic qualifications, past experience as a child care giver - if any -, age, marital status, objectives to be achieved within your project in the opening of work as a child care giver in home based nurseries, training courses that improve your skills as a child care giver such a program which is one of the programs enhancing the work skills in child care in the early childhood. As a child care giver, you should also present the basic requirements to be met in the home based nursery according to the spaces and places where the children will be in your home based nursery, for example:

- ✓ Number and age of children.
 - ✓ Nursery work hours and flexibility during day / week.
 - ✓ Equipment and furniture available in the nursery to serve children.
 - ✓ Location of water bodies (wells)
-
- Information about the concept of adaption (refer to third competency)
 - Key elements of working with children, for example:
 - ✓ Educational mode to be applied.
 - ✓ Nutrition, health, and meals.
 - ✓ Fun playing and the reason behind the fact that play is so important for children.
 - ✓ Enhancing social skills.
 - ✓ Personality and self-development.
 - ✓ What are the possibilities of play and movement for children?
 - ✓ Special education focus

 - Safety at home / responsible care
 - Health prevention and hygiene

- Documenting the child's development
- Collaboration with parents
 - ✓ It is impossible without teacher-parent collaboration techniques.
 - ✓ Information exchange.

Very important: for Trainees / Participants

- Develop the participants' own concept and experience as a child care giver in home based nursery based on the concept presented.
- Present the concept to the discussion group
- Presentation and discussion
- Inform participants that the concept should be sent to the instructor prior to Unit 12 session "Closing and Examination"
- The instructor will inform of the deadline to submit presentations.
- Presentation of the concept for each participant will be delivered before the exam committee on the last day of the program.
- The successful presentation of the concept will be the basis for obtaining the license.

Enrichment Material:

In the context of the search of many childcare givers for an appropriate profitable project, we find the Home Based Day Care project is one of the looming projects where a room or area in the house or home set apart for a nursery that can accommodate young children in the early childhood up to four years. It is also necessary to provide these children with all their needs, including educational materials and toys, stories, chairs, and comfortable beds for these young children, especially infants. The nursery is a special project for many working women who can leave their children in safe and secure places in the home based. They are also aware that there is a child care giver who takes care of their children until they return from work. The nursery is also interested in feeding children on time, sleeping if they want, teaching them simple things such as colors, songs, and some short surahs, and providing them some toys to play with their peers and other science and knowledge appropriate for their age.

Benefits of the Home Based Day Care Project:

- It helps in providing working mothers with a good place to leave their children.
- It helps in providing young children with all the comfort while their mothers are busy.
- It helps to create job opportunities, especially if the project is expanded.
- It contributes greatly to providing abundant profits without having to get out of the house.

Required Place:

Starting a Home Based Day Care business is not required significant costs if the house is suitable for it, where at least two rooms with a suitable space in the house can be set apart for this business. The larger the space, the better the nursery, with the caution that the place should be appropriate in terms of ventilation, lighting, water, sanitation, etc.

Required Equipment:

Of course, after we have made sure that the place is fully prepared, the second phase is to provide the place with the necessary supplies such as:

- Installation of air conditioner to regulate air temperature to suit these immunocompromised children.
- Attention to nursery floors and furniture using protecting means that absorb shocks such as corks.
- Providing decoration supplies, as they should be suitable for attracting and endearing children to the nursery, so that the wall is decorated with delightful colors and drawings of plants, animals, letters and numbers, in addition to attractive stickers for children on the walls.
- Providing an adequate number of small tables with their colorful seats.
- Providing all required educational materials such as markers, whiteboard, etc.
- Providing different entertainment materials, toys, and stories for children in the nursery.

Required Manpower:

The nursery needs a number of manpower according to the number of children admitted to the nursery and the available place. A number of qualified childcare givers are often provided commensurate with the number and age of children. It must be ensured that their behavior is gentle with children and that they have the patience and deliberation qualifying them to deal with children so that they do not alienate children from the place. They also must be given appropriate salaries in order to work at their full potential. This is evident at the levels of children and their parents' satisfaction with the nursery performance.

Tips for Ensuring a Successful Home Based Day Care Project:

- Pay close attention to the cleanliness of the place and its convenience of children to freely play in all corners.
- Pay close attention to the child health care and follow all his / her movements and behaviors so as not to swallow unhealthy things.
- Pay close attention to the periodic ventilation of the place.
- Install soft cork floors on top of the ground, so that children do not get hurt when they fall to it.
- Ensure that children are treated with kindness and compassion, so that they can convey a good image of the nursery and encourage other parents to enroll their children in the nursery, as the number of children will increase and accordingly the nursery income will increase.

Questions:

1. What does Home Based Day Care mean?
2. What tips should be taken to ensure a successful Home Based Day Care project?
 - o
 - o
 - o
 - o
 - o
3. What required equipment should be provided in the nursery?
 - o
 - o
 - o
 - o
 - o
4. Homework: Search specialized e-learning websites for the advantages of home based nurseries (Internet search) and discuss them with your colleagues and instructor.

12 Twelfth Competency: Cost Calculation

1. The Concept of Cost Calculation for childcare givers in Home Based Nursery
It is the actual measure of the cost incurred by the nursery in obtaining and processing resources.
2. Analysis of Cost Elements
 - A. Planning for the number of children in order to occupy the nursery
 - Number of children
 - Age of children
 - Child-to-Child child care giver Ratio
 - Child care periods (work hours) per day / week
 - Number of rooms
 - B. Cost calculation
 - Revenue Comparison
 - (Earnings) - Expenditures (Expenses).
3. Expenditures
 - A. Fixed Expenses, for example:
 - Rent / Purchases
 - Electricity / Water / Gas
 - Reconstruction / Renovation
 - Initial room equipment and play equipment
 - B. Operational Expenses, for example:
 - Detergent Cost
 - Food Cost
 - Consumables Purchase Cost
 - Assistant Salary

C. Revenue:

- Monthly Fees: parental contribution based on age and child care period.
- In-kind contribution: gifts, donations.

D. Income Formula:

- Profit (Income) = Revenue - (Operational Expenses + Fixed Expenses)

Activity C 12-1

Calculate the home based nursery income cost using the home based nursery income calculation file in (Excel):

Questions:

1. What is the cost calculation for childcare givers in home based nursery?

2. What are the occupancy elements of home based nursery?

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3. What does the operational expenses of home based nursery mean?

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4. Homework: Calculate the net profit of home based nursery for a year using the following program and discuss with your colleagues or work partner the results of expected profit at the month and year level.

13 Home based Nursery Income Statement

for the Month ended < >

| Months | January | February | March | April | May | June | July | August | September | October | November | December |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Expenses | | | | | | | | | | | | |
| Fixed Expenses | | | | | | | | | | | | |
| Rent | - | - | - | - | - | - | - | - | - | - | - | - |
| Purchases | - | - | - | - | - | - | - | - | - | - | - | - |
| Electricity | - | - | - | - | - | - | - | - | - | - | - | - |
| Water | - | - | - | - | - | - | - | - | - | - | - | - |
| Gas | - | - | - | - | - | - | - | - | - | - | - | - |
| Reconstruction / Renovation | - | - | - | - | - | - | - | - | - | - | - | - |
| Initial Room Equipment | - | - | - | - | - | - | - | - | - | - | - | - |
| Toys | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Fixed Expenses | 0.00 |
| Operational Expenses | | | | | | | | | | | | |
| Detergents | - | - | - | - | - | - | - | - | - | - | - | - |
| Food | - | - | - | - | - | - | - | - | - | - | - | - |
| Consumable Purchases | - | - | - | - | - | - | - | - | - | - | - | - |
| Assistants | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Operational Expenses | 0.00 |
| Total Expenses | 0.00 |
| Revenue | | | | | | | | | | | | |
| Operating Revenue | | | | | | | | | | | | |
| Monthly Fees (Parental Contribution) | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Revenue | | | | | | | | | | | | |
| In-Kind Contribution (Gifts and Donations) | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Revenue | 0.00 |
| Net Profit / Loss | 0.00 |
| Net Annual Profit | 0.00 | | | | | | | | | | | |

14 Self – Assessment

Please put a check mark (√) in the column that achieves each of the skills you have acquired in the child care giver Program in the early childhood from one day to four years.

| No. | Acquired Skill | Fully achieved | Partially achieved | Not achieved |
|-----|---|----------------|--------------------|--------------|
| 1 | Have you been informed of the contents and timing of the program? | | | |
| 2 | Have you been informed of the rules of the first certificate and the fundamental principles examination for child care givers: Competency No. 12? | | | |
| 3 | Have you seemed interested in learning and actively participating in this program after being informed of the rules for obtaining the first child care giver certificate? | | | |
| 4 | Have you gained experience in the importance of the first four years of child development? | | | |
| 5 | Have you learned that the child plays an active role in its development? | | | |
| 6 | Have you learned that the child needs to adapt and build trust with child care givers? | | | |
| 7 | Have you learned how to adapt to parents as well? | | | |
| 8 | Have important aspects of your roles and tasks been developed as a child care giver? | | | |
| 9 | Have you learned that play is the simplest type of learning for children from day one to four years? | | | |
| 10 | Have you learned that age-appropriate educational materials support children's self-confidence and that activities help children to gain knowledge? | | | |
| 11 | Have you learned that little children need a lot of play to explore and understand the world? | | | |
| 12 | Have you learned how to provide children with daily play materials and access to these materials easily? | | | |
| 13 | Have you learned about the various forms of initial / simple play depending on the child's age? | | | |
| 14 | Have you learned how children plan learning and play opportunities and how they can be supported by good examples? | | | |
| 15 | Have you learned how children plan these opportunities themselves? | | | |
| 16 | Have you learned that rooms / room designs enhance children's play and learning? | | | |
| 17 | Do you have ideas to be applied when designing a place? | | | |
| 18 | Do you have the ability to meet safety and hygiene requirements? | | | |
| 19 | Do you have the ability to develop a cleaning plan and a list of cleaning assistants? | | | |
| 20 | Have you gained information about first aid services for infants and young children? | | | |
| 21 | Have you learned how to deal with sick and injured children? | | | |
| 22 | Have you discussed with participants the training activities? | | | |
| 23 | Have you learned the meaning of healthy nutrition for children of different ages? | | | |
| 24 | Have you learned how to design dining experiences / conditions? | | | |
| 25 | Have you learned how to keep food and drinks healthy and clean? | | | |
| 26 | Have you gained information about how to save / store food brought by parents? | | | |
| 27 | Have you learned about the accidents that children may be exposed to according to their age and how to prevent them? | | | |
| No. | Acquired Skill | Fully achieved | Partially achieved | Not achieved |
| 28 | Have you learned about the standards that are observed in safe games and play materials? | | | |
| 29 | Have you learned that television endangers child health and should not be available in the nursery room? | | | |
| 30 | Have you learned the importance of habits and routine when planning daily activities and works? | | | |
| 31 | Have you gained knowledge about how to create a daily routine? | | | |
| 32 | Have you prepared their daily schedule? | | | |
| 33 | Have you learned the importance of the concept of home based nursery? | | | |
| 34 | Have you learned how to organize the contents of the concept of home based nursery? | | | |
| 35 | Have you developed and presented the concepts of home based nursery under the guidance of the instructor? | | | |
| 36 | Have you learned the important standards for preparing the cost calculation of home based nursery? | | | |
| 37 | Have you tried calculating the cost of home based nursery? | | | |

15 References

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|----|--|
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16 Glossary

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| Child Caregiver | مقدم الرعاية إلى الأطفال الصغار |
| Early childhood | مرحلة الطفولة المبكرة |
| The age group: From day one to four years | المرحلة العمرية: من اليوم الأول ولغاية الأربعة أعوام |
| Child Care | رعاية الأطفال |
| Babies and toddlers care | رعاية الأطفال والرضع |
| Child Development | تطور الطفل |
| Child Toys | لعب الأطفال |
| Adapt and build trust relationship with the children | التكيف وبناء علاقات الثقة مع الطفل |
| The phase of adapting with parents | مرحلة التأقلم مع الوالدين |
| The phase of adapting with the family | مرحلة التكيف مع الأسرة |
| Types of child learning | أنواع التعلم للأطفال |
| Educational materials appropriate to children age 's | المواد التعليمية المناسبة لأعمار الأطفال |
| Little children need a lot of play. | الأطفال الصغار بحاجة إلى الكثير من اللعب |
| Learning and playing opportunities | فرص التعلم واللعب |
| Room design | تصميم الغرف |
| First Aid | الإسعافات الأولية |
| First aid for infants and little kids | الإسعافات الأولية للأطفال الرضع والصغار |
| Dealing with patients and infected children | التعامل مع المرضى والأطفال المصابين |
| Healthy nutrition for children | التغذية الصحية للأطفال |
| Food and drinks | الطعام والشراب |
| Save and store the food | حفظ وتخزين الطعام |
| Accidents | الحوادث |
| Accidents that meet the children | الحوادث التي تواجه الأطفال |
| Standards | المعايير |
| Standards that are observed in children's games | المعايير التي يجب مراعاتها في ألعاب الأطفال |
| Safety and hygiene aspects | جوانب السلامة والنظافة |
| Occupational safety and Health. | السلامة والصحة المهنية |
| Home Based Nursery | الحضانة المنزلية |
| Home based Nursery Room | غرفة الحضانة المنزلية |
| Daily routine | الروتين اليومي |
| Calculation of Cost | حساب كلفة |
| Expenses | النفقات |
| Operational expenses | النفقات التشغيلية |
| Fixed expenses | النفقات الثابتة |
| Income | الدخل |
| Revenue | الإيرادات |
| Profits | الأرباح |
| Net profit | صافي الأرباح |

